

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Academics - Subject Areas  
**Course Number:** 7810020  
**Course Title:** Reading: 6-8

- A. Major Concepts/Content.** The purpose of this course is to provide instruction in reading concepts and skills to enable students with disabilities to function at their highest levels, participate effectively in the community, and prepare for a career.

The content should include, but not be limited to, the following:

- vocabulary
- word attack skills
- comprehension skills
- literature
- study skills
- reading in the workplace
- reading as a leisure activity

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect, but not replicate, many of the requirements for Grades 6-8 reading in the basic education program. For students who are preparing to pursue a standard diploma, course requirements should incorporate content and benchmarks from the Sunshine State Standards for Language Arts, Grades 6-8.

This course is primarily designed for students functioning at independent and supported levels. Students functioning at independent levels are generally capable of working and living independently and may need occasional assistance.

## Course Number: 7810020 - Reading: 6-8

Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

This course may also be used to accommodate the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color-coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;

partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require

**Course Number: 7810020 - Reading: 6-8**

that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Demonstrate relevant perceptual, conceptual, and linguistic skills for reading (e.g., phonological awareness, visual discrimination, relationship of oral and printed words, syntax, semantics).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 1.1. Demonstrate awareness of the concept of print (e.g., relationship between written and spoken words, identification of upper and lower case letters, recognition of visual forms of words in handwriting and print, identification of letter/sound relationships, ability to distinguish words from phrases and sentences). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.2. Identify letters when completing functional tasks (e.g., finding your name card, identifying a volume of an encyclopedia, locating a seat in a stadium). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.3. Distinguish phonological (sounds) and graphic (letters) differences in words.  
Specify: \_\_\_  presented visually                      \_\_\_  presented orally
- 1.4. Identify rhyming words presented orally.
- 1.5. Compare multiple meanings of words and phrases (e.g., homonyms, idioms, slang). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.6. Identify synonyms and antonyms for familiar words. (CL.B.1.In.1, CL.B.1.Su.1)
- 1.7. Retell main ideas and details of a story or article after hearing it read or seeing it signed. (CL.B.1.In.1, CL.B.1.Su.1)

**Course Number: 7810020 - Reading: 6-8**

- 1.8. Identify household objects and locations as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  furniture    \_\_\_\_\_  appliances    \_\_\_\_\_  interior design  
          \_\_\_\_\_  supplies    \_\_\_\_\_  entertainment    \_\_\_\_\_  other: \_\_\_\_\_
- 1.9. Identify objects, locations, events, or persons in the community as described and pictured in reference materials, magazines, and newspapers. (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  buildings    \_\_\_\_\_  signs  
          \_\_\_\_\_  landmarks    \_\_\_\_\_  other: \_\_\_\_\_
- 1.10. Identify objects, locations, events, or persons used in assignments, homework, or field trips (e.g., pictures of historical events, monuments, maps, plants, animals, equipment). (CL.B.1.In.1, CL.B.1.Su.1)
- 1.11. Identify features and events in complex pictures. (CL.B.1.In.1, CL.B.1.Su.1)

**2. Use word attack skills for decoding and word recognition (e.g., phonics, semantic context clues, structural analysis).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**Word Identification Skills**

- 2.1. Use phonics to identify the pronunciation of unknown words (e.g., sounding out unknown words in a letter or magazine). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  initial, medial, and final consonants  
          \_\_\_\_\_  long and short vowels  
          \_\_\_\_\_  initial, medial, and final blends  
          \_\_\_\_\_  patterns and silent letters  
          \_\_\_\_\_  syllables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.2. Use structural analysis to identify the meaning of unknown words (e.g., determining the meaning of a familiar word—tied, untied). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  compound words                      \_\_\_\_\_  prefix                      \_\_\_\_\_  suffix  
          \_\_\_\_\_  other: \_\_\_\_\_
- 2.3. Use the context of the sentence or document to identify the meaning of unknown words (e.g., The boy rode a unicycle, a bicycle with one wheel). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  examples                      \_\_\_\_\_  direct explanations                      \_\_\_\_\_  synonyms  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 2.4. Use the dictionary or other types of assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, using the pronunciation function for a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  printed dictionary      \_\_\_\_\_  electronic dictionary  
          \_\_\_\_\_  person                                      \_\_\_\_\_  other: \_\_\_\_\_

**3. Demonstrate knowledge of functional and basic vocabulary (e.g., survival words, frequently used words, key concepts, task-related terms, abbreviations, acronyms).**

- CL.B.1.In.1      identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.Su.1      identify and locate oral, print, or visual information to accomplish functional tasks—with guidance and support.  
CL.B.1.Su.2      interpret and use oral, print, or visual information to accomplish functional tasks—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                        \_\_\_ other: \_\_\_\_\_
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**Signs and Symbols**

- 3.1. Identify the meaning of symbols and icons used in signs for buildings and public facilities (e.g., entering or exiting a building, using an elevator, using a public restroom). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  exit and entrance signs      \_\_\_\_\_  restroom signs  
          \_\_\_\_\_  elevator signs                                      \_\_\_\_\_  other: \_\_\_\_\_

- 3.2. Identify the meaning of symbols and icons used in safety and warning signs (e.g., using electric appliances—hair dryer, mixer, iron; walking near construction sites; pumping gasoline at the gas station). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  no smoking, danger, poison  
          \_\_\_\_\_  do not use near water, for outside use only  
          \_\_\_\_\_  shock, uses grounded outlets, 220 volts only  
          \_\_\_\_\_  other: \_\_\_\_\_

- 3.3. Identify the meaning of words on signs in stores, restaurants, and other businesses in the community (e.g., grocery stores, restaurants or fast food chains, movies). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: \_\_\_\_\_  order here                                      \_\_\_\_\_  no food or drink allowed  
          \_\_\_\_\_  cashier    \_\_\_\_\_  no smoking  
          \_\_\_\_\_  cost of admission                                      \_\_\_\_\_  hours of operation  
          \_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810020 - Reading: 6-8**

**Independent Functioning Vocabulary**

- 3.13. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for school, managing own finances, maintaining cleanliness of home or clothing, purchasing items—food, clothes). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  personal hygiene—brush, floss teeth, shower, deodorant  
\_\_\_\_\_  finances—balance checkbook, deposit money, budget  
\_\_\_\_\_  caring for clothes—wash, dry clean  
\_\_\_\_\_  purchasing items—discount, sale, tax, charge  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.14. Identify the meaning of written vocabulary related to productive activities in the community (e.g., completing transactions at the bank, volunteering for community service, checking out books at the library). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  banking—withdrawal, deposit, account number, debit, balance  
\_\_\_\_\_  library—library card, check out, due date, late charge  
\_\_\_\_\_  volunteering—organization, hours, responsibilities  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.15. Identify the meaning of written vocabulary related to productive tasks at home when accomplishing functional tasks. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  caring for clothing and personal items  
\_\_\_\_\_  preparing and storing food  
\_\_\_\_\_  maintaining lawn and garden  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.16. Identify the meaning of written vocabulary related to leisure activities (e.g., playing sporting events, attending a play or movie, playing a board game, participating in outdoor activities). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  indoor games                      \_\_\_\_\_  outdoor activities  
\_\_\_\_\_  sports    \_\_\_\_\_  entertainment  
\_\_\_\_\_  pets and plants                      \_\_\_\_\_  hobbies  
\_\_\_\_\_  other: \_\_\_\_\_

**Abbreviations and Acronyms**

- 3.17. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading the ingredients required in a recipe, reading the distance scale on a map, reading measurements for a room layout). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  linear—ft., mi., m.                      \_\_\_\_\_  area—sq. ft., sq. yd., sq. mi.  
\_\_\_\_\_  weight—oz., lb., #                      \_\_\_\_\_  volume—c., l., tbs., tsp.  
\_\_\_\_\_  money—\$, ¢                      \_\_\_\_\_  time—min., hr., Tues., Dec.  
\_\_\_\_\_  other: \_\_\_\_\_



**Course Number: 7810020 - Reading: 6-8**

**Visuals, Passages, and Documents**

- 4.1. Paraphrase the meaning of written sentences or phrases to clarify meaning (e.g., repeating directions, asking for clarification, requesting information). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  statements      \_\_\_\_\_  questions      \_\_\_\_\_  directions  
          \_\_\_\_\_  commands      \_\_\_\_\_  requests      \_\_\_\_\_  other: \_\_\_\_\_
- 4.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in dictionary, finding information for a report; personal care—finding a recipe for dessert; leisure—finding information on a specific location, person, event). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  key words      \_\_\_\_\_  dates      \_\_\_\_\_  numbers  
          \_\_\_\_\_  charts      \_\_\_\_\_  graphs      \_\_\_\_\_  pictures  
          \_\_\_\_\_  maps      \_\_\_\_\_  answers to questions  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.3. Use skills and strategies to identify relevant information in a text or visual by skimming or scanning (e.g., school tasks—finding answers to study questions; personal care—identify temperature to set oven; leisure—checking rules of a game). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  match to a list of key information—dates, names, locations  
          \_\_\_\_\_  match to questions to be answered  
          \_\_\_\_\_  scan chapter titles and subtitles for specific words or phrases  
          \_\_\_\_\_  scan pictures or graphics for specific information  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.4. Use skills and strategies to identify irrelevant information in a text or visual (e.g., school—solving problems in school assignments; personal care—telling someone about a news story; leisure—following a diagram to assemble a piece of camping equipment). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  asking yourself “How does this fit?”  
          \_\_\_\_\_  asking yourself “Is it needed?”  
          \_\_\_\_\_  comparing to similar examples or a model  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.5. Use skills and strategies to determine the main idea of a paragraph, section, or whole document (e.g., telling someone about articles in magazines or the newspaper, writing a summary of a reading assignment for school or work). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify first sentence or topic      \_\_\_\_\_  paraphrase information  
          \_\_\_\_\_  identify information that is repeated      \_\_\_\_\_  scan chapter headings  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.6. Use skills and strategies to relate and integrate new information in text or visual with previous experiences (e.g., How does this fit with what I already know? What have I learned?). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  identify common elements or situations  
          \_\_\_\_\_  distinguish what is different  
          \_\_\_\_\_  relate new information to concepts already understood  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.7. Use skills and strategies to link information in text with other cues to increase recall. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  create a first letter mnemonic      \_\_\_\_\_  make a visual association  
          \_\_\_\_\_  determine order of events                      \_\_\_\_\_  other: \_\_\_\_\_
- 4.8. Predict outcomes or conclusions related to information in text based on previous knowledge to increase understanding (e.g., noting cause and effect, drawing conclusions, making generalizations). (CL.B.1.In.2, CL.B.1.Su.2)

**Using Information Resources**

- 4.9. Identify characteristics of sources of information about current events (e.g., accuracy, reliability, point of view, purpose and intent). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.10. Use an appropriate source to obtain written information on current events. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  newspapers      \_\_\_\_\_  magazines      \_\_\_\_\_  television  
          \_\_\_\_\_  radio                      \_\_\_\_\_  people                      \_\_\_\_\_  Internet  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.11. Identify types of information in reference books or resources (e.g., finding a route to a vacation spot, finding the meaning of an unknown word, finding information on a specific subject, finding the correct spelling of a word). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  atlas—road maps, distance charts, state capitals, population  
          \_\_\_\_\_  dictionary—definitions, spelling, syllabication  
          \_\_\_\_\_  encyclopedia—general information by subject  
          \_\_\_\_\_  textbook—information for instructional purposes  
          \_\_\_\_\_  magazine or newspaper—current information by subject  
          \_\_\_\_\_  directory—information lists by subject, agency, product  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.12. Use an appropriate reference or resource to obtain written information on a desired topic (e.g., when completing a homework assignment, when locating information for personal interest). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  atlas                      \_\_\_\_\_  dictionary                      \_\_\_\_\_  encyclopedia  
          \_\_\_\_\_  textbook                      \_\_\_\_\_  magazine                      \_\_\_\_\_  newspaper  
          \_\_\_\_\_  directory                      \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.13. Identify the major sections of information in the table of contents (e.g., when locating information about a topic of interest, when finding the correct chapter of a textbook). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  book—introduction, chapter titles  
          \_\_\_\_\_  magazine—titles, page numbers, authors  
          \_\_\_\_\_  newspaper—sections, page numbers  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.14. Identify the major sections of information in the menu or homepage of an electronic document on a CD-ROM, Website, or electronic database (e.g., when locating information about a topic of interest, when finding the correct section of a database). (CL.B.1.In.1, CL.B.1.Su.1)
- 4.15. Use an index to locate a subtopic by page number (e.g., when locating a specific recipe in a cookbook, when locating a specific topic in a textbook). (CL.B.1.In.1, CL.B.1.Su.1)
- 4.16. Identify events using a schedule (e.g., television, transportation, movies, religious services, workshops, cultural events). (CL.B.1.In.2, CL.B.1.Su.2)

**Maps, Charts, and Graphs**

- 4.17. Identify the meaning of simple graphs and charts (e.g., identifying a schedule from a table, identifying the number of days without injuries from a bar graph). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  bar graphs      \_\_\_\_\_  pie charts      \_\_\_\_\_  tables  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.18. Identify the meaning of information provided by map symbols (e.g., when planning a travel route, when locating a specific location). (CL.B.1.In.1, CL.B.1.Su.1)  
Specify: \_\_\_\_\_  roads      \_\_\_\_\_  rivers, lakes      \_\_\_\_\_  cities and towns  
          \_\_\_\_\_  mileage      \_\_\_\_\_  direction      \_\_\_\_\_  airports, parks  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.19. Find specified geographic areas or locations using a map (e.g., when traveling in unfamiliar areas, when completing a geography exam, when locating a destination). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  city or state map      \_\_\_\_\_  atlas  
          \_\_\_\_\_  other: \_\_\_\_\_

**Organizing Information**

- 4.20. Identify characteristics of various structures used to organize information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical      \_\_\_\_\_  categorical  
          \_\_\_\_\_  topic or subject      \_\_\_\_\_  hierarchical or outlining  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 4.21. Choose structure for organizing information based on proposed use of that information. (CL.B.1.In.3)  
Specify: \_\_\_\_\_  chronological      \_\_\_\_\_  alphabetical      \_\_\_\_\_  categorical  
          \_\_\_\_\_  topic or subject      \_\_\_\_\_  hierarchical or outlining  
          \_\_\_\_\_  other: \_\_\_\_\_
- 4.22. Locate information alphabetically (e.g., finding a word in a dictionary, locating a topic in an index, finding a subject in an encyclopedia). (CL.B.1.In.3)
- 4.23. Organize information alphabetically when completing functional tasks (e.g., filing for later reference by listing names in order). (CL.B.1.In.3)
- 4.24. Locate an item by date when completing functional tasks (e.g., verifying a specific bank deposit, verifying that a payment was made to a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 4.25. Organize information chronologically when completing functional tasks (e.g., filing a receipt for later reference to return a purchased item, determining sequence of events). (CL.B.1.In.3)
- 4.26. Locate information by category when completing functional tasks (e.g., finding information in an index, finding a recipe for cookies). (CL.B.1.In.3)
- 4.27. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)
- 4.28. Locate information by topic or subject when completing functional tasks (e.g., finding a topic in a table of contents, finding a source for information about camping). (CL.B.1.In.3)
- 4.29. Organize information by topic or subject when completing functional tasks (e.g., organizing notes for a speech, organizing books on a shelf). (CL.B.1.In.3)
- 4.30. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)

**5. Identify author’s purpose or point of view in written material.**

CL.B.1.In.2      interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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**5.1. Identify purpose of different types of written material. (CL.B.1.In.2)**

Specify: \_\_\_\_\_  narrative—stories                      \_\_\_\_\_  persuasive—advertising, campaigns  
          \_\_\_\_\_  technical—manuals                      \_\_\_\_\_  expository—information, reports  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

5.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)

- Specify:  from the author's point of view  
 from a character's point of view  
 from the narrator's point of view  
 other: \_\_\_\_\_

5.3. Identify examples of written material that represent different purposes and points of view. (CL.B.1.In.2)

- Specify:  stories  plays or movies  poems  
 newspaper articles  magazine articles  reports  
 other: \_\_\_\_\_

**6. Determine whether information presented in a text is fact/opinion or fiction/nonfiction.**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

CL.B.1.Su.2 interpret and use oral, print, or visual information for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_
- 

6.1. Use skills and strategies to determine whether written information is accurate/inaccurate, true/false, or fact/opinion. (CL.B.1.In.2, CL.B.1.Su.2)

- Specify:  match information with other sources  
 look for words such as *always*, *never*  
 identify words that indicate feelings or emotions  
 other: \_\_\_\_\_

6.2. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisements with product reports). (CL.B.1.In.2, CL.B.1.Su.2)

- Specify:  identify exaggerations  identify false claims  
 evaluate realism  other: \_\_\_\_\_

**7. Demonstrate knowledge of key elements in literature (e.g., plot, characters, setting, point of view, tone).**

CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt  verbal prompt  visual prompt  
 assistive technology  supervision  other: \_\_\_\_\_
-

**Course Number: 7810020 - Reading: 6-8**

- 7.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)  
Specify: \_\_\_\_\_  characters      \_\_\_\_\_  setting      \_\_\_\_\_  plot
- 7.2. Identify examples of literature that represent different tones (e.g., humorous, melodramatic, sarcastic). (CL.B.1.In.2)  
Specify: \_\_\_\_\_  stories      \_\_\_\_\_  novels      \_\_\_\_\_  plays      \_\_\_\_\_  poems
- 7.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)  
Specify: \_\_\_\_\_  stories      \_\_\_\_\_  novels      \_\_\_\_\_  plays      \_\_\_\_\_  poems

**8. Demonstrate study skills (e.g., notetaking; using mnemonics, associations, and imagery; researching; organizing; test-taking).**

- CL.B.1.In.1 identify and locate oral, print, or visual information for specified purposes.  
CL.B.1.In.2 interpret and use oral, print, or visual information for specified purposes.  
CL.B.1.In.3 organize and retrieve oral, print, or visual information for specified purposes.  
CL.B.2.In.1 prepare oral, written, or visual information for expression or presentation.  
CL.B.2.In.2 express oral, written, or visual information for specified purposes.  
CL.C.2.In.1 plan and implement personal work assignments.  
CL.C.2.Su.1 plan and implement personal work assignments—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- \_\_\_ physical prompt      \_\_\_ verbal prompt      \_\_\_ visual prompt  
\_\_\_ assistive technology      \_\_\_ supervision      \_\_\_ other: \_\_\_\_\_
- 

**Increasing Recall and Understanding**

- 8.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., do not understand a class assignment, passage of text, work project, role in an assignment, or how to do chores). (CL.B.2.In.2, CL.B.2.Su.2)
- 8.2. Use skills and strategies to remember and understand oral or written directions. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  read aloud      \_\_\_\_\_  paraphrase  
          \_\_\_\_\_  make a drawing or diagram      \_\_\_\_\_  other: \_\_\_\_\_
- 8.3. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 8.4. Use self-questioning strategies to clarify and remember information for assignments (e.g., identifying the main points from a passage, determining if I understand what I am reading). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  who, what, when, and where?      \_\_\_\_\_  which, how, and why?  
          \_\_\_\_\_  other: \_\_\_\_\_

**Course Number: 7810020 - Reading: 6-8**

- 8.5. Use self-monitoring strategies to clarify and remember information for assignments (e.g., Does what I am reading make sense? Am I reading too fast or too slow? Do I understand what I am reading? Do I need to look up a word I don't know?). (CL.B.1.In.2, CL.B.1.Su.2)
- 8.6. Use visual imagery to clarify and remember information for assignments. (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  make mental pictures      \_\_\_\_\_  create an analogy  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.7. Use strategies to take notes from lectures, discussions, and written material (e.g., use a two-column format, write main ideas on note cards, use semantic webbing). (CL.B.2.In.1, CL.B.2.Su.1)
- 8.8. Follow a systematic process when researching a topic for an assignment.  
Specify: \_\_\_\_\_  identify the topic or main question  
          \_\_\_\_\_  specify questions to be answered  
          \_\_\_\_\_  conduct preliminary research using appropriate resources and references  
          \_\_\_\_\_  take notes and cite sources  
          \_\_\_\_\_  review notes and obtain additional information, if needed  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.9. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)

**Using Feedback**

- 8.10. Identify situations when feedback is commonly given for assignments (e.g., after you have answered a question, after you have finished a project). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.11. Respond effectively to feedback given regarding assignments (e.g., repeat or paraphrase, ask for clarification, accept in a friendly manner, do not act defensive, thank the person for the input). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.12. Use feedback to make changes on assignments (e.g., correct a mistake, pronounce a word correctly, complete a task accurately). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.13. Give effective feedback to others when working together on assignments (e.g., identify what is correct or well done, point out any errors, suggest needed improvements). (CO.A.1.In.1, CO.A.1.Su.1)
- 8.14. Evaluate the correctness and accuracy of own work for assignments to complete functional tasks (e.g., turning in a report or homework assignment with few errors, catching errors on a test before handing it in). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  answers to tests      \_\_\_\_\_  class assignments  
          \_\_\_\_\_  other: \_\_\_\_\_

## Course Number: 7810020 - Reading: 6-8

### Problem Solving

- 8.15. Identify that a problem exists in completing or performing well on assignments or tests (e.g., grades on tests are consistently low, work is turned in late). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.16. Identify possible reasons for existing problems in completing or performing well on assignments or tests (e.g., lack of study time, ineffective study habits, difficulty of material). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.17. Analyze possible outcomes associated with specific problems in completing or performing well on assignments or tests (e.g., failing courses, getting detention, trouble with parents and school authorities, not graduating). (CL.B.4.In.1, CL.B.4.Su.1)
- 8.18. Apply a general model for solving problems in completing or performing well on assignments or tests. (CL.B.4.In.1, CL.B.4.Su.1, CL.B.4.In.2, CL.B.4.Su.2)  
Specify: \_\_\_\_\_  identify the problem  
          \_\_\_\_\_  identify alternatives  
          \_\_\_\_\_  choose appropriately from a variety of techniques  
          \_\_\_\_\_  implement solution  
          \_\_\_\_\_  evaluate results
- 8.19. Differentiate between problems with completing or performing well on assignments and tests that students can solve by themselves and those that they can solve only with assistance from others.

### Planning and Time Management

- 8.20. Identify purposes of planning assignments (e.g., stay on task, finish work on time, live up to expectations). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school
- 8.21. Identify components of a plan to complete assignments (e.g., identify the goal or end product, including quality standards—how well, how accurate, how fast; identify resources needed—equipment, supplies, time; determine substeps needed to accomplish the task; determine schedule for completing task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school
- 8.22. Identify, prioritize, and schedule responsibilities for assignments (e.g., list all tasks, determine deadlines for tasks, put most important tasks first, determine amount of time for each task, set a schedule for each task). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal           \_\_\_\_\_  school

**Course Number: 7810020 - Reading: 6-8**

- 8.23. Use strategies to pace work so that assignments are completed according to a schedule. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  work according to schedule      \_\_\_\_\_  set an alarm clock as a reminder  
          \_\_\_\_\_  track subtasks on calendar      \_\_\_\_\_  check off subtasks when completed  
          \_\_\_\_\_  begin subtasks on time      \_\_\_\_\_  adjust to unforeseen circumstances  
          \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.24. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  try different techniques      \_\_\_\_\_  seek advice from others  
          \_\_\_\_\_  seek assistance from others      \_\_\_\_\_  read the instructions or references  
          \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.25. Complete routine tasks accurately and effectively (e.g., taking care of personal materials and supplies, changing classes, bringing needed materials to class). (CL.C.2.In.1, CL.C.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.26. Use a daily planner, scheduler, or calendar to organize own activities and complete functional tasks (e.g., record important dates, record information as needed, record daily to-do lists, plan a daily schedule). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.27. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific school-related tasks. (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  use a checklist with pictures or descriptions of supplies, tools, and equipment  
          \_\_\_\_\_  set up workstation with needed supplies, tools, and equipment before starting  
          \_\_\_\_\_  other: \_\_\_\_\_
- 8.28. Organize materials and supplies to complete assignments (e.g., locker, file folders, accordion files, plastic storage containers). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.29. Use tools, equipment, and supplies safely and correctly for specific assignments (e.g., use for designated purposes only, wear proper protection when required, carry scissors with tips pointed down). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.30. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker). (CL.C.2.In.2, CL.C.2.Su.2)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school
- 8.31. Identify the characteristics and importance of being self-directed when completing assignments (e.g., keep self-motivated and enthusiastic, make decisions independently, set goals, do not procrastinate, pace work assignments). (IF.B.2.In.1, IF.B.2.Su.1)  
Specify: \_\_\_\_\_  personal      \_\_\_\_\_  school

**Course Number: 7810020 - Reading: 6-8**

- 8.32. Demonstrate self-directed behavior when completing assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary). (IF.B.2.In.2, IF.B.2.Su.2)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 8.33. Identify the characteristics and importance of paying attention to details when completing assignments (e.g., stay focused, meet expectations, complete task or project). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school
- 8.34. Demonstrate attentive behavior when completing assignments (e.g., staying on task, not talking to others, listening to directions). (CL.C.2.In.3, CL.C.2.Su.3)  
Specify: \_\_\_\_\_  personal \_\_\_\_\_  school

**9. Use functional reading skills required for the workplace (e.g., technical manuals, work orders, reports, business forms, correspondence).**

CL.C.2.In.5 apply employability skills in the workplace.

CL.C.2.Su.5 apply employability skills in the workplace—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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- 9.1. Identify the meaning of vocabulary related to career exploration to complete functional tasks (e.g., career clusters, characteristics of specific jobs, training requirements). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, when corresponding with co-workers, when working on a car). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  work hours—starting time, break, time card  
          \_\_\_\_\_  dress code—uniform, grooming  
          \_\_\_\_\_  locations—reception areas, parking, restrooms  
          \_\_\_\_\_  equipment—storage, maintenance, repairs, supplies  
          \_\_\_\_\_  other: \_\_\_\_\_
- 9.3. Identify information contained in graphics used in the workplace to complete functional tasks (e.g., to build a table, to prepare a report). (CL.B.1.In.2, CL.B.1.Su.2)  
Specify: \_\_\_\_\_  blueprints                      \_\_\_\_\_  floor plans                      \_\_\_\_\_  diagrams  
          \_\_\_\_\_  other: \_\_\_\_\_
- 9.4. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, following instructions). (CL.C.2.In.5, CL.C.2.Su.5)

**Course Number: 7810020 - Reading: 6-8**

9.5. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking work to be done, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)

**10. Use functional reading skills for use in the home and community (e.g., newspapers, directories, catalogues, instruction manuals).**

- IF.A.1.In.1 complete productive and leisure activities used in the home and community.
- IF.A.1.Su.1 complete productive and leisure activities used in the home and community—with guidance and support.
- IF.A.2.In.1 select and use community resources and services for specified purposes.
- IF.A.2.Su.1 use community resources and services for specified purposes—with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

- physical prompt                       verbal prompt                       visual prompt
  - assistive technology                       supervision                       other: \_\_\_\_\_
- 

10.1. Demonstrate functional reading skills used in productive activities in the home. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  following a recipe
- using information found on clothing labels regarding care requirements
  - using advertisements to select needed furniture, appliances, and personal goods
  - observing safety information and warning precautions
  - storing product manuals and warranties in one location
  - using information on product tags, labels, or information booklets when caring for furniture, appliances, and personal goods
  - other: \_\_\_\_\_

10.2. Demonstrate functional reading skills used in productive activities in the community. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  learning and obeying local, state, and federal laws
- identifying events and resources
  - other: \_\_\_\_\_

10.3. Demonstrate functional reading skills used in leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

- Specify:  identifying the location and price of events, e.g., musical performances—concerts, dance performances, theatre, and plays; celebrations—holidays, parades, festivals
- learning about the rules of a game or sport
  - obtaining information about a hobby or collection or other leisure interest
  - other: \_\_\_\_\_



**Course Number: 7810020 - Reading: 6-8**

**11. Determine personal preferences for types of reading as a leisure activity.**

IF.A.1.In.1 complete productive and leisure activities used in the home and community.

IF.A.1.Su.1 complete productive and leisure activities used in the home and community—  
with guidance and support.

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

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11.1. Identify types of reading used by individuals for leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)

Specify: \_\_\_  newspapers and magazines  
          \_\_\_  fiction—mystery, adventure, romance  
          \_\_\_  nonfiction—biographical, scientific, historical  
          \_\_\_  other: \_\_\_\_\_

11.2. Identify the appropriate time for leisure activities involving reading (e.g., when waiting for an appointment, before bed, on a long trip). (IF.A.1.In.1, IF.A.1.Su.1)

11.3. Demonstrate specific skills in using reading as a leisure activity (e.g., select the book or magazine, read it, share with others). (IF.A.1.In.1, IF.A.1.Su.1)

11.4. Identify community service agencies, businesses, or other resources that assist individuals with reading as a leisure activity (e.g., after school programs, camps, YMCA, community centers, libraries, book departments of stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

11.5. Identify favorite stories or movies that are available in book form. (IF.A.1.In.1, IF.A.1.Su.1)

11.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)

11.7. Identify types of stories, plays, or poems that provide personal enjoyment. (IF.A.1.In.1, IF.A.1.Su.1)

11.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)