

Florida Department of Education

**COURSE DESCRIPTION - GRADES 9-12, ADULT
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

Subject Area:	Academics: Subject Areas
Course Number:	7910100
Course Title:	Reading: 9-12
Previous Course Title:	Applied Reading: Comprehensive
Credit:	Multiple

- 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 and prepare to participate effectively in post-school adult living and the world of work.

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.

- B. Special Note.** This entire course may not be mastered in one year. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

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

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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 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 for adult living and employment specified in the Transition Individual Educational Plan.

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

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- 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. 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. 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: _____

- 1.1. 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: _____
- 1.2. 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: _____
- 1.3. 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: _____
- 1.4. *Identify the meanings of words in context using example clues, direct explanation clues, and synonym clues. (Reading D 15: VI)*
- 1.5. Use assistance to identify the meaning and pronunciation of unknown words (e.g., looking up a word in a dictionary, listen to the pronunciation of a word in an electronic encyclopedia). (CL.B.1.In.1, CL.B.1.Su.1)
Specify: ___ printed dictionary ___ electronic dictionary
 ___ person ___ other: _____

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2. Demonstrate knowledge of functional 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.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Signs and Symbols

2.1. Identify the meaning of symbols and icons used on signs in 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: _____

2.2. Identify the meaning of symbols and icons used on 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, use grounded outlets, 220 volts only
 ___ other: _____

2.3. Match and discriminate pictures and shapes. (Reading A 2: III)

2.4. Recognize information communicated by common signs and symbols. (Reading A 1: III)

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

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

2.6. Identify the meaning of road signs (e.g., one-way street, no U-turn, yield). (CL.B.1.In.1, CL.B.1.Su.1)

Specify: ___ stop ___ one way ___ right turn only
 ___ speed limit ___ no U-turn ___ other: _____
 ___ yield ___ merge

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Independent Functioning Vocabulary

- 2.18. Identify the meaning of written vocabulary related to personal care activities (e.g., getting ready for work or 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: _____
- 2.19. 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: _____
- 2.20. 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: _____
- 2.21. Identify the meaning of written vocabulary related to leisure activities (e.g., participating in 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

- 2.22. Identify abbreviations and symbols for measurement units (e.g., reading days of the week on a calendar, reading amounts 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.
_____ weight—oz., lb., # _____ volume—c., l., tbs., tsp.
_____ money—\$, ¢ _____ time—min., hr., Tues., Dec.
_____ other: _____

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- 3.1. 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: _____
- 3.2. Use cues to locate specific information in a text or visual by skimming or scanning (e.g., school tasks—finding a word in a 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: _____
- 3.3. 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: _____
- 3.4. 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: _____
- 3.5. *Identify information from a picture. (Reading A 4: IV)*
- 3.6. *Answer factual questions about paragraphs. (Reading C 9: V)*
- 3.7. *Determine supportive details related to the main idea of a paragraph. (Reading C 14: VI)*
- 3.8. 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 the first sentence or topic _____ paraphrase information
 _____ identify information that is repeated _____ scan chapter headings
 _____ other: _____
- 3.9. *Determine main idea stated in a paragraph. (Reading C 8: V)*

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- 3.10. *Identify the implied main idea in a paragraph. (Reading D 18: VII)*
- 3.11. 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: _____
- 3.12. 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: _____
- 3.13. *Determine the order of events in a paragraph. (Reading C 10: V)*
- 3.14. 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)
- 3.15. *Identify the stated cause and effect of an action or event in a paragraph. (Reading C 12: VI)*
- 3.16. *Identify the implied cause or effect in a paragraph. (Reading D 16: VII)*
- 3.17. *Determine a logical conclusion or generalization for a paragraph or passage. (Reading D 17: VII)*

Using Information Resources

- 3.18. 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: _____

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- 3.19. 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: _____
- 3.20. *Use a table of contents to identify the location (page number) of specific information. (Reading F 23: V)*
- 3.21. 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)
- 3.22. 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)
- 3.23. 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

- 3.24. 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: _____
- 3.25. *Obtain information from charts, graphs, and schedules. (Reading F 24: VI)*
- 3.26. 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: _____
- 3.27. *Locate a specific place using maps and floor plans. (Reading F 27: VI)*
- 3.28. 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: _____
- 3.29. 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)

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- 3.30. Organize information alphabetically when completing functional tasks (e.g., filing for later reference). (CL.B.1.In.3)
- 3.31. *Alphabetize words using the first letter. (Reading F 22: V)*
- 3.32. *Alphabetize words using the first two letters. (Reading F 25: VI)*
- 3.33. *Match and discriminate upper and lower case letters. (Reading A 5: IV)*
- 3.34. Locate an item by date when completing functional tasks (e.g., verifying a specific deposit, verifying that a payment was made on a bill, locating a receipt to return a purchased item). (CL.B.1.In.3)
- 3.35. 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)
- 3.36. 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)
- 3.37. Organize information by categories when completing functional tasks (e.g., when filing bills, when clustering similar kinds of pictures). (CL.B.1.In.3)
- 3.38. 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)
- 3.39. 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)
- 3.40. Organize information hierarchically or by outlining when completing functional tasks (e.g., organizing notes for a research report). (CL.B.1.In.3)
- 3.41. Identify the meaning of simple graphs (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

4. 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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- 4.1. Identify purpose of different types of written material. (CL.B.1.In.2)
Specify: _____ narrative—stories, plays _____ persuasive—advertising, campaigns
_____ technical—manuals _____ expository—information, reports
_____ other: _____
- 4.2. Identify characteristics of different points of view of written material. (CL.B.1.In.2)
Specify: _____ from the author’s point of view
_____ from the character’s point of view
_____ from the narrator’s point of view
_____ other: _____
- 4.3. 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: _____

5. Determine whether information presented in a text is accurate, valid, or reliable.

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: _____

- 5.1. Use skills and strategies to determine whether written information is accurate or inaccurate, true or false, or fact or 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: _____
- 5.2. *Distinguish between true and false statements. (Reading E 19: V)*
- 5.3. *Distinguish between facts and opinions in sentences. (Reading E 20: VI)*
- 5.4. *Distinguish between facts and opinions in paragraphs. (Reading E 21: VII)*
- 5.5. Use skills and strategies to distinguish between misleading and truthful advertising (e.g., compare advertisement to product review). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ identify exaggerations _____ identify false claims
_____ evaluate realism _____ other: _____

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- 5.6. Use strategies to evaluate the reliability and accuracy of written information (e.g., Does this information match other sources? Does this information appear to be realistic?). (CL.B.1.In.2, CL.B.1.Su.2)

6. Demonstrate understanding 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: _____

- 6.1. Identify characteristics of key elements in stories, movies, and plays. (CL.B.1.In.2)
Specify: ___ characters ___ setting ___ plot ___ point of view

- 6.2. Identify examples of literature that represent different tones (e.g., humorous, ironic, serious, melodramatic). (CL.B.1.In.2)
Specify: ___ stories ___ novels ___ plays ___ poems

- 6.3. Relate specific works of literature to personal feelings and experiences. (CL.B.1.In.2)
Specify: ___ stories ___ novels ___ plays ___ poems

7. Select and apply study skills (e.g., notetaking; using mnemonics, associations, and imagery; conducting research; organizing information; test-taking).

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

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.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

Increasing Recall and Understanding

- 7.1. Request clarification regarding assignments from teachers, family, and peers when needed (e.g., when you 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)

- 7.2. *Ask questions to obtain information and expand knowledge. (Language C 27: IV)*

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- 7.3. 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: _____
- 7.4. *Follow written directions with one-step. (Reading C 11: V)*
- 7.5. *Follow written directions with two-steps. (Reading C 13: VI)*
- 7.6. Identify resources needed to complete assignments (e.g., dictionary, reference books, websites). (CL.B.1.In.1, CL.B.1.Su.1)
- 7.7. 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: _____
- 7.8. 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)
- 7.9. 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: _____
- 7.10. 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)
- 7.11. Follow a systematic process when researching a topic for an assignment.
Specify: _____ identify the topic or main question
_____ specify subtopic or 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: _____
- 7.12. Use time management, previewing, and self-monitoring strategies to improve performance on classroom tests. (CL.B.4.In.2, CL.B.4.Su.2)
- 7.13. 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: _____

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- 7.14. Use an appropriate source to obtain written information on current events.
(CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ newspapers _____ magazines _____ Internet
 _____ other: _____
- 7.15. *Identify the appropriate source to obtain information (e.g., dictionary, encyclopedia, atlas) on a specific topic. (Reading F 28: VII)*
- 7.16. *Identify the appropriate source to obtain information on goods and services (e.g., newspapers, telephone directory, media). (Reading F 26: VI)*
- 7.17. 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: _____
- 7.18. Identify characteristics of various formats used to organize information.
(CL.B.1.In.3)
Specify: _____ chronological _____ alphabetical
 _____ categorical _____ topic or subject
 _____ hierarchical or outlining _____ other: _____
- 7.19. Choose format 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: _____

Using Feedback

- 7.20. 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)
- 7.21. Respond effectively to feedback 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)
- 7.22. 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)
- 7.23. Give effective feedback to others when working together on assignments
(e.g., identify what is correct or well done, point out errors, suggest needed improvements). (CO.A.1.In.1, CO.A.1.Su.1)

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- 7.24. 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: _____

Problem Solving

- 7.25. 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)
- 7.26. 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)
- 7.27. 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)
- 7.28. 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
- 7.29. Differentiate between those 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

- 7.30. 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: _____ school _____ personal _____ workplace
- 7.31. 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: _____ school _____ personal _____ workplace
- 7.32. *State steps to complete a task. (Language C 31: VI)*

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- 7.33. 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: _____ school _____ personal _____ workplace
- 7.34. 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 strategy: _____ 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: _____ school _____ personal _____ workplace
- 7.35. Identify alternative approaches when faced with difficulty in completing assignments. (CL.C.2.In.1, CL.C.2.Su.1)
Specify approach: _____ try different techniques _____ reread the instructions or references
_____ seek advice from others _____ seek assistance from others
_____ other: _____
Specify setting: _____ school _____ personal _____ workplace
- 7.36. 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: _____ school _____ personal _____ workplace
- 7.37. Follow a procedure to complete assignments on time (e.g., obtain necessary information, begin promptly, check accuracy, complete on time). (CL.C.2.In.1, CL.C.2.Su.1)
Specify: _____ school _____ personal _____ workplace
- 7.38. 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: _____ school _____ personal _____ workplace
- 7.39. Use strategies to assist with the identification of needed supplies, equipment, and tools for specific 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: _____
Specify: _____ school _____ personal _____ workplace
- 7.40. 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: _____ school _____ personal _____ workplace

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- 7.41. Use tools, equipment, and supplies safely and correctly for a specific assignment (e.g., use for designated purposes only, wear proper protection, carry scissors with tips down). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.42. Store tools, supplies, and equipment in appropriate areas (e.g., books, paper, and school supplies in desk; book bag in locker; personal work supplies in personal work area). (CL.C.2.In.2, CL.C.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.43. 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: _____ school _____ personal _____ workplace
- 7.44. Demonstrate self-directed behavior when completing school assignments (e.g., beginning tasks when they are assigned, not complaining, thinking positively, not asking questions repeatedly unless necessary, persevering). (IF.B.2.In.2, IF.B.2.Su.2)
Specify: _____ school _____ personal _____ workplace
- 7.45. 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: _____ school _____ personal _____ workplace
- 7.46. 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: _____ school _____ personal _____ workplace

8. 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.

Indicate guidance and support necessary for mastery at supported level:

___ physical prompt ___ verbal prompt ___ visual prompt
___ assistive technology ___ supervision ___ other: _____

- 8.1. 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)

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- 8.2. Identify the meaning of vocabulary related to workplace activities to complete functional tasks (e.g., when participating in a meeting, corresponding with co-workers, when taking an appropriate break, or 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: _____
- 8.3. Identify information contained in simple 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: _____
- 8.4. Identify the meaning of signs found on workplace equipment, tools, and supplies to complete functional tasks (e.g., turning on a machine, opening a package, copying papers, faxing information). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ directions for use and storage _____ repair and maintenance
 _____ safety precautions _____ replacement information
 _____ other: _____
- 8.5. Demonstrate functional reading skills commonly used in the work environment to gain information (e.g., reading manuals and policies, writing correspondence, and following instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 8.6. Demonstrate functional reading skills commonly used in the work environment to evaluate information (e.g., checking accuracy of correspondence, checking clarity of instructions). (CL.C.2.In.5, CL.C.2.Su.5)
- 9. Use functional reading skills required for independent living in the community and home (e.g., newspapers, instruction manuals, catalogues).**
IF.A.1.In.1 complete productive and leisure activities used in the home and community.
IF.A.2.In.1 select and use community resources and services 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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- 9.1. 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: _____
- 9.2. 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: _____
- 9.3. 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: _____
- 9.4. Demonstrate functional reading skills used in selecting and using community resources. (IF.A.2.In.1, IF.A.2.Su.1)
Specify: _____ communicating with others—using mail, telephone, e-mail
_____ using schedules for public transportation
_____ obtaining personal services—haircut, cleaning
_____ shopping for personal items, food, clothing
_____ obtaining emergency services—911, police, fire department
_____ other: _____
- 9.5. Identify sources of written information about community service agencies, businesses, or other resources that assist individuals with personal care, leisure activities, transportation, shopping, and emergency needs (e.g., phone book, flyers, mail, brochures, newspaper, community magazines, family, neighbors, friends). (CL.B.1.In.1, CL.B.1.Su.1)
- 9.6. Use information in the newspaper to complete functional tasks (e.g., looking for a job, finding the weather forecast, identifying current events, clipping coupons, locating sale items, identifying scores). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: _____ headlines _____ local news _____ sports
_____ recreational activities _____ special features _____ comics
_____ advertisements _____ classified ads
_____ other: _____

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- 9.7. Use advertisements in newspapers, store handouts, and posters to carry out personal care and productive and leisure activities (e.g., purchasing new clothing, redecorating the bedroom, choosing a new barber). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.8. Use personal care information in magazines or newspapers to carry out functional tasks (e.g., starting a diet, starting a fitness program, finding a desirable hair style, locating answers to medical questions). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.9. Use information in instructional pamphlets, specialty magazines, computer software, and books on productive or leisure activities to carry out functional tasks (e.g., reading for personal interest, reading about a play before it is seen, learning how to clean a house). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.10. Use information found in newspapers or magazines regarding community activities and resources (e.g., community festivals, fairs, library events, speakers, concerts, movies). (CL.B.1.In.2, CL.B.1.Su.2)
- 9.11. Use information on packaged food products, medicines, and cleaning products appropriately to carry out functional tasks (e.g., taking medicine; storing medicine, food, and cleaning agents; cleaning with chemicals; preparing a meal). (CL.B.1.In.2, CL.B.1.Su.2)
Specify: storage warning labels dosage
 instructions other: _____

10. 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.

Indicate guidance and support necessary for mastery at supported level:

physical prompt verbal prompt visual prompt
 assistive technology supervision other: _____

10.1. 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: _____

10.2. Identify appropriate times 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)

10.3. 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)

10.4. 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 in stores, bookstores). (IF.A.2.In.1, IF.A.2.Su.1)

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- 10.5. Identify favorite stories or movies available in book form. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.6. Identify magazines and newspapers for personal reading. (IF.A.1.In.1, IF.A.1.Su.1)
- 10.7. Identify types of stories, plays, or poems that provide personal enjoyment.
(IF.A.1.In.1, IF.A.1.Su.1)
- 10.8. Read materials to gain information about preferred leisure activities. (IF.A.1.In.1, IF.A.1.Su.1)