

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT Matches			Curriculum Survey			Priority		
Pre K-2		Rank		H	M	L	H	M	L	H	M	L
Standard 2: The student constructs meaning from a wide range of texts. LA.A.2.1												
	Determines the main idea or essential message from text and identifies supporting information. Leading to FCAT LA.A.2.1.1	15	Discriminate important ideas from unimportant ideas while reading.	✓			✓			✓		
	Selects material to read for pleasure. LA.A.2.1.2		Enabling Skill			✓						✓
	Reads for information to use in performing a task and learning a new task. LA.A.2.1.3 Leading to FCAT	5	Identify, collect and/or select pertinent information while reading.	✓			✓			✓		
		15	Discriminate important ideas from unimportant ideas while reading.									
		24	Synthesize and organize information while reading.									
		46	Apply, extend, and expand on information while reading.									
	Knows strategies to use to discover whether information presented in a text is true, including asking others and checking another source. LA.A.2.1.4	18	Assess the validity and accuracy of an informational selection.			✓	✓				✓	
	Uses simple materials of the reference system to obtain information. Leading to FCAT LA.A.2.1.5	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓			✓		

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Pre K-2		Rank		H	M	L	H	M	L	H	M	L
Listens for a variety of informational purposes, including curiosity, pleasure, getting directions, performing tasks, solving problems, and following rules. LA.C.1.1.1	4	Follow oral directions.										
	25	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.			✓	✓					✓	
Recognizes personal preferences in listening to literature and other material. LA.C.1.1.2	47	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings.			✓		✓					✓
Carries on a conversation with another person, seeking answers and further explanations of the other's ideas through questioning and answering. LA.C.1.1.3	20	Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal.										
	59	Respond orally to fellow student's opinions during book talks by asking questions, asking for clarification, agreeing and/or disagreeing courteously.			✓		✓				✓	
	69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.										
Retells specific details of information heard, including sequence of events. LA.C.1.1.4	84	Tell or re-tell stories, folk tales, or narratives for a listening audience.			✓			✓				✓
Standard 2: The student uses viewing strategies effectively. LA.C.2.1												
Determines the main idea in a nonprint communication. LA.C.2.1.1	76	Analyze and evaluate ideas and information transmitted by non-print media and visual aids.			✓			✓				✓
Recognizes simple nonverbal cues, such as use of eye contact, smiles, simple hand gestures. LA.C.2.1.2	63	Interpret non-verbal cues such as body language and visual aids.			✓		✓				✓	

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Pre K-2		Rank		H	M	L	H	M	L	H	M	L
Standard 3: The student uses speaking strategies effectively. LA.C.3.1												
	Speaks clearly and at a volume audible in large- or small-group settings. LA.C.3.1.1	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
	Asks questions to seek answers and further explanation of other people's ideas. LA.C.3.1.2	69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.			✓		✓				✓
	Speaks effectively in conversations with others. LA.C.3.1.3	69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.			✓		✓			✓	
	Uses eye contact and simple gestures to enhance delivery. LA.C.3.1.4	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
Language												
Standard 1: The student understands the nature of language. LA.D.1.1			Understand rules of grammar, usage, punctuation, paragraphing and spelling.									
	Recognizes basic patterns in and functions of language (patterns such as characteristic sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience, and explaining). LA.D.1.1.1	None				✓			✓			✓

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Pre K-2		Rank		H	M	L	H	M	L	H	M	L
	Recognizes the differences between language that is used at home and language that is used at school LA.D.1.1.2	61	Understand that diction is different in formal and informal speaking situations.			✓		✓			✓	
Standard 2: The student understands the power of language. LA.D.2.1												
	Understands that word choice can shape ideas, feelings, and actions. LA.D.2.1.1	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓
	Identifies and uses repetition, rhyme, and rhythm in oral and written text. LA.D.2.1.2	31	Use writing as a way of expressing personal creativity.			✓	✓				✓	
	Recognizes that use of more than one medium increases the power to influence how one thinks and feels. LA.D.2.1.3	None				✓			✓			✓
	Knows the various types of mass media (including billboards, newspapers, radio, and television). LA.D.2.1.4	43	Use a variety of media to gather information and to transmit information to specific audiences.			✓		✓			✓	
Literature												
Standard 1: The student understands the common features of a variety of literary forms. LA.E.1.1												
	Knows the basic characteristics of fables, stories, and legends. LA.E.1.1.1	None				✓			✓			✓

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Pre K-2		Rank		H	M	L	H	M	L	H	M	L	
	Identifies the story elements of setting, plot, character, problem, and solution/resolution. LA.E.1.1.2	57	Understand and relate to situations and events in a reading selection.			✓		✓			✓		
		77	Assess the significance and importance of the themes in a literary text.										
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. LA.E.2.1													
	Uses personal perspective in responding to a work of literature, such as relating characters and simple events in a story or biography to people or events in his or her own life. LA.E.2.1.1	53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.										
		57	Understand and relate to situations and events in a reading selection.										
		60	Relate situations and events in a reading selection to personal experience.			✓		✓			✓		
		77	Assess the significance and importance of the themes in a literary text.										
		83	Evaluate the quality of a selection.										
	Recognizes rhymes, rhythm, and patterned structures in children's texts. LA.E.2.1.2	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓		✓				✓	

Florida Language Arts Curriculum Grades 3-5		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 4 th Grade			Curriculum Survey			Priority		
				H	M	L	H	M	L	H	M	L
Standard 2: The student constructs meaning from a wide range of texts. LA.A.2.2		Rank										
Reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. LA.A.2.2.1	5	Identify, collect and/or select pertinent information while reading.										
	15	Discriminate important ideas from unimportant ideas while reading.										
	24	Synthesize and organize information while reading.	✓			✓			✓			
Identifies the author's purpose in a simple text. LA.A.2.2.2		Enabling Skill	✓			✓			✓			
Recognizes when a text is primarily intended to persuade. LA.A.2.2.3	53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.			✓		✓			✓		
Identifies specific personal preferences relative to fiction and nonfiction reading. LA.A.2.2.4	53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.			✓			✓				✓
Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task. LA.A.2.2.5	38	Synthesize and evaluate ideas from several selections on similar topics.	✓				✓		✓			
Recognizes the difference between fact and opinion presented in a text. LA.A.2.2.6					✓			✓				✓

Florida Language Arts Curriculum Grades 3-5		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 4 th Grade			Curriculum Survey			Priority		
				H	M	L	H	M	L	H	M	L
Recognizes the use of comparison and contrast in a text. LA.A.2.2.7	Rank	44	Compare/contrast a selection with others.									
	50	Understand and use a variety of organizational formats such as compare/contrast, inductive/deductive, most important to least important, and least important to most important.	✓				✓	✓				
Selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects. LA.A.2.2.8	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.										
	68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.	✓			✓			✓			
Writing												
Standard 1: The student uses writing processes effectively LA.B.1.2												
Prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. LA.B.1.2.1	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.	✓			✓			✓			

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Grades 3-5		Rank		H	M	L	H	M	L	H	M	L
<p>Drafts and revises writing in cursive that: Focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; Generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; Uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</p> <p style="text-align: right;">LA.B.1.2.2</p>	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.										
	14	Use editing and revising skills to improve effectiveness and accuracy of drafts.										
	54	Organize supporting detail in logical and convincing patterns.	✓			✓				✓		

Florida Language Arts Curriculum Grades 3-5		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 4 th Grade			Curriculum Survey			Priority		
				H	M	L	H	M	L	H	M	L
	Produces final documents that have been edited for: Correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; Correct capitalization of proper nouns; Correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions. LA.B.1.2.3	14	Use editing and revising skills to improve effectiveness and accuracy of drafts.			✓	✓				✓	
Standard 2: The student writes to communicate ideas and information effectively. LA.B.2.2												
	Writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. LA.B.2.2.1	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.				✓					
	Organizes information using alphabetical and numerical systems. LA.B.2.2.2	50	Understand and use a variety of organizational formats such as compare/contrast, inductive/deductive, most important to least important, and least important to most important.									
	Writes for a variety of occasions, audiences, and purposes. LA.B.2.2.3		This is implied in the essential skills statements' headings and is a high priority			✓	✓				✓	

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				H	M	L	H	M	L	H	M	L
	Uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information. LA.B.2.2.4	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.			✓		✓			✓	
	Creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. LA.B.2.2.5	31	Use writing as a way of expressing personal creativity.									
		73	Retell in writing a real-life experience in sequential order.	✓		✓	✓				✓	
		88	Write an autobiographical sketch.									
	Creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose. LA.B.2.2.6	54	Organize supporting detail in logical and convincing patterns.									
		90	Support opinions of non-literary events and texts with sufficient supporting detail.	✓				✓			✓	
Listening, Viewing, and Speaking												
Standard 1: The student uses listening strategies effectively. LA.C.1.2												
	Listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches. LA.C.1.2.1	4	Follow oral directions.									
		25	Listen, comprehend and summarize essential information from a variety of sources such as speeches, plays, commercials on radio and television, and political debates.			✓	✓				✓	
	Identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations. LA.C.1.2.2	47	Listen for enjoyment to narratives of personal experiences, stories, drama, performances, lectures, and readings.			✓		✓			✓	

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				H	M	L	H	M	L	H	M	L
	Speaks clearly at an understandable rate and uses appropriate volume. LA.C.3.2.1	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
	Asks questions and makes comments and observations to clarify understanding of content, processes, and experiences. LA.C.3.2.2	69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.			✓		✓			✓	
	Speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations. LA.C.3.2.3	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.									
		20	Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal.			✓	✓				✓	
		69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.									
	Uses eye contact and gestures that engage the audience. LA.C.3.2.4	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
	Participates as a contributor and occasionally acts as a leader in a group discussion. LA.C.3.2.5	20	Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal.			✓	✓				✓	
	Organizes a speech using a basic beginning, middle, and ending. LA.C.3.2.6	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	

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				H	M	L	H	M	L	H	M	L
Language		Rank										
Standard 1: The student understands the nature of language.												
LA.D.1.2												
	Understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language. LA.D.1.2.1	7	Understand rules of grammar, usage, punctuation, paragraphing and spelling.			✓	✓				✓	
	Understands that language formality varies according to situations and audiences. LA.D.1.2.2	61	Understand that diction is different in formal and informal speaking situations.			✓		✓			✓	
Standard 2: The student understands the power of language.												
LA.D.2.2												
	Understands that word choices can shape reactions, perception, and beliefs. LA.D.2.2.1	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓
		89	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.									
	Identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts. LA.D.2.2.2	80	Understand ways an author uses language and text characteristics to aid comprehension.			✓			✓			✓
	Recognizes different techniques used in media messages and their purposes. LA.D.2.2.3	101	Listen for language cues that demonstrate a speaker's patterns of organization in formal presentations.			✓			✓			✓

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				H	M	L	H	M	L	H	M	L
	Selects and uses appropriate technologies to enhance efficiency and effectiveness of communication. LA.D.2.2.4	43	Use a variety of media to gather information and to transmit information to specific audiences.			✓	✓				✓	
	Understands that a variety of messages can be conveyed through mass media. LA.D.2.2.5	67	Demonstrate ability to select appropriate media for presenting information to others.			✓		✓			✓	
Literature												
Standard 1: The student understands the common features of a variety of literary forms. LA.E.1.2												
	Identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction. LA.E.1.2.1					✓			✓			✓
	Understands the development of plot and how conflicts are resolved in a story. LA.E.1.2.2	57	Understand and relate to situations and events in a reading selection.									
		77	Assess the significance and importance of the themes in a literary text.	✓					✓			
	Knows the similarities and differences among the characters, settings, and events presented in various texts. LA.E.1.2.3	57	Understand and relate to situations and events in a reading selection.	✓					✓		✓	✓
		77	Assess the significance and importance of the themes in a literary text.	✓					✓		✓	✓
	Knows that the attitudes and values that exist in a time period affect the works that are written during that time period. LA.E.1.2.4	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓				✓	

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				H	M	L	H	M	L	H	M	L
	Identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance. LA.E.1.2.5	77	Assess the significance and importance of the themes in a literary text.			✓			✓			✓
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. LA.E.2.2												
	Recognizes cause-and-effect relationships in literary texts. LA.E.2.2.1			✓					✓	✓		
	Recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary, and story structure, such as patterns, used in children's texts. LA.E.2.2.2	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓
	Responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life. LA.E.2.2.3	60	Relate situations and events in a reading selection to personal experience.			✓		✓			✓	
	Identifies the major theme in a story or nonfiction text. LA.E.2.2.4	15	Discriminate important ideas from unimportant ideas while reading.			✓	✓				✓	
		77	Assess the significance and importance of the themes in a literary text.									
	Forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas. LA.E.2.2.5	57	Understand and relate to situations and events in a reading selection.			✓		✓			✓	

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Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization. LA.A.2.3.1	5	Identify, collect and/or select pertinent information while reading.										
	15	Discriminate important ideas from unimportant ideas while reading.	✓			✓				✓		
	50	Understand and use a variety of organizational formats such as compare/contrast, inductive/deductive, most important to least important, and least important to most important.										
Identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning. LA.A.2.3.2	77	Assess the significance and importance of the themes in a literary text.	✓						✓		✓	
Recognizes logical, ethical, and emotional appeals in texts. LA.A.2.3.3	17	Analyze, evaluate and critique such events as current events, political campaigns, advertisements and media.			✓	✓					✓	
Uses a variety of reading materials to develop personal preferences in reading. LA.A.2.3.4		Enabling Skill			✓	✓					✓	
Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task. LA.A.2.3.5	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓				✓		
Uses a variety of reference materials, including indexes, magazines, newspapers, and journals, and tools, including card catalogs and computer catalogs, to gather information for research topics. LA.A.2.3.6	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓				✓		

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Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
	Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines. LA.A.2.3.7	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓			✓		
	Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws. LA.A.2.3.8	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓			✓		
Writing												
Standard 1: The student uses writing processes effectively. LA.B.1.3												
	Organizes information before writing according to the type and purpose of writing. LA.B.1.3.1	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.			✓	✓				✓	

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Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
<p>Drafts and revises writing that:</p> <p>Is focused, purposeful, and reflects insight into the writing situation; Conveys a sense of completeness and wholeness with adherence to the main idea; has an organizational pattern that provides for a logical progression of ideas; has support that is substantial, specific, relevant, concrete, and/or illustrative; demonstrates a commitment to and an involvement with the subject; has clarity in presentation of ideas; uses creative writing strategies appropriate to the purpose of the paper; demonstrates a command of language (word choice) with freshness of expression; has varied sentence structure and sentences that are complete except when fragments are used purposefully; and Has few, if any, convention errors in mechanics, usage, and punctuation.</p> <p style="text-align: right;">LA.B.1.3.2</p>	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.										
	14	Use editing and revising skills to improve effectiveness and accuracy of drafts.	✓			✓				✓		

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Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
<p>Produces final documents that have been edited for:</p> <p>Correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; Effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structure, including parallel structure; and correct formatting.</p> <p style="text-align: right;">LA.B.1.3.3</p>	14	Use editing and revising skills to improve effectiveness and accuracy of drafts.				✓	✓				✓	
		Standard 2: The student writes to communicate ideas and information effectively.										
<p>Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</p> <p style="text-align: right;">LA.B.2.3.1</p>	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.				✓	✓				✓	
	40	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, and journals.										
<p>Organizes information using alphabetical, chronological, and numerical systems.</p> <p style="text-align: right;">LA.B.2.3.2</p>	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.				✓	✓				✓	
<p>Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p style="text-align: right;">LA.B.2.3.3</p>	50	Understand and use a variety of organizational formats such as compare/contrast, inductive/deductive, most important to least important, and least important to most important.									✓	
	62	Understand the needs of a specific audience and write in ways that address these needs.		✓				✓				✓

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 8 th Grade			Curriculum Survey			Priority		
Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message. LA.C.2.3.1	66	Demonstrate knowledge of persuasive techniques used in visual advertisements.			✓		✓			✓		
Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience. LA.C.2.3.2	89	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.			✓			✓				✓
Standard 3: The student uses speaking strategies effectively. LA.C.3.3												
Understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. LA.C.3.3.1	92	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			✓			✓				✓
Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. LA.C.3.3.2	48	Ask questions of others that encourage them to participate, elaborate, and contribute to understanding topics under discussion.			✓		✓			✓		
Speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations. LA.C.3.3.3	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓		

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 8 th Grade			Curriculum Survey			Priority		
Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. LA.D.2.3.4	68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.			✓			✓			✓	
Incorporates audiovisual aids in presentations. LA.D.2.3.5	56	Understand and use graphics such as graphs, charts, white space, bold print, headers and other graphics to enhance meaning.			✓			✓			✓	
Understands specific ways that mass media can potentially enhance or manipulate information. LA.D.2.3.6	56	Understand and use graphics such as graphs, charts, white space, bold print, headers and other graphics to enhance meaning.			✓			✓			✓	
Understands that laws exist that govern what can and cannot be done with mass media. LA.D.2.3.7					✓				✓			✓
Literature												
Standard 1: The student understands the common features of a variety of literary forms. LA.E.1.3												
Identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures. LA.E.1.3.1	23	Understand the personal, social, cultural and historical significance of a text.			✓		✓				✓	

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 8 th Grade			Curriculum Survey			Priority		
Grades 6-8		Rank		H	M	L	H	M	L	H	M	L
	Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. LA.E.2.3.1	77	Assess the significance and importance of the themes in a literary text.	✓					✓	✓		
	Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. LA.E.2.3.2	57	Understand and relate to situations and events in a reading selection.			✓		✓			✓	
		60	Relate situations and events in a reading selection to personal experience.									
	Knows that a literary text may elicit a wide variety of valid responses. LA.E.2.3.3					✓			✓			✓
	Knows ways in which literature reflects the diverse voices of people from various backgrounds. LA.E.2.3.4	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓				✓	
	Recognizes different approaches that can be applied to the study of literature, including thematic approaches change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written. LA.E.2.3.5	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓				✓	
	Identifies specific questions of personal importance and seeks to answer them through literature. LA.E.2.3.6	57	Understand and relate to situations and events in a reading selection.			✓		✓			✓	
		60	Relate situations and events in a reading selection to personal experience.									
	Identifies specific interests and the literature that will satisfy those interests. LA.E.2.3.7					✓			✓			✓

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 8 th Grade			Curriculum Survey			Priority		
Grades 6-8				Rank	H	M	L	H	M	L	H	M
	Knows how a literary selection can expand or enrich personal viewpoints or experiences. LA.E.2.3.8				✓			✓			✓	

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 10 th Grade			Curriculum Survey			Priority		
Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
	Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. LA.A.2.4.6	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.			✓	✓				✓	
	Analyzes the validity and reliability of primary source information and uses the information appropriately. LA.A.2.4.7	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓			✓		
	Synthesizes information from multiple sources to draw conclusions. LA.A.2.4.8	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.	✓			✓			✓		
Writing												
Standard 1: The student uses writing processes effectively. LA.B.1.4												
	Selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines. LA.B.1.4.1	34	Use ideas from journals, class discussion and literary criticism to write a paper that expresses a personal opinion, sustains a controlling idea, or uses specific evidence from literary texts to support an opinion.			✓	✓				✓	
		40	Use writing as a tool for learning in formats such as learning logs, laboratory reports, note-taking, and journals.									
	Drafts and revises writing that: Is focused, purposeful, and reflects insight into the writing situation; Has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.	✓			✓			✓		

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 10 th Grade			Curriculum Survey			Priority		
Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
<p>Produces final documents that have been edited for:</p> <p>Correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms.</p> <p style="text-align: right;">LA.B.1.4.3</p>	14	Use editing and revising skills to improve effectiveness and accuracy of drafts.			✓	✓					✓	
<p>Standard 2: The student writes to communicate ideas and information effectively.</p> <p style="text-align: right;">LA.B.2.4</p>												
<p>Writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.</p> <p style="text-align: right;">LA.B.2.4.1</p>	3	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.			✓	✓					✓	
<p>Organizes information using appropriate systems.</p> <p style="text-align: right;">LA.B.2.4.2</p>	12	Draft a report that engages an audience and is concise, clear, well-organized, accurate, and informative.			✓	✓					✓	
<p>Writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p> <p style="text-align: right;">LA.B.2.4.3</p>	22	Understand and produce a variety of informative formats such as business letters, memos, reports, news articles, brochures, proposals and critiques.			✓	✓					✓	

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 10 th Grade			Curriculum Survey			Priority		
Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
the viewpoints of others. LA.C.1.4.3	69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.										
	70	Analyze and evaluate a speaker's statements of opinion, personal preference and values.										
Identifies bias, prejudice, or propoganda in oral messages. LA.C.1.4.4	70	Analyze and evaluate a speaker's statements of opinion, personal preference and values.			✓		✓				✓	
Standard 2: The student uses effective viewing strategies. LA.C.2.4												
Determines main concept and supporting details in order to analyze and evaluate nonprint media messages. LA.C.2.4.1	66	Demonstrate knowledge of persuasive techniques used in visual advertisements.			✓		✓				✓	
Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer's past experiences and preferences, and the context in which the cues are presented. LA.C.2.4.2	63	Interpret non-verbal cues such as body language and visual aids.			✓		✓				✓	
Standard 3: The student uses speaking strategies effectively. LA.C.3.4												
Uses volume, stress, pacing, enunciation, eye contact, and gestures that meet the needs of the audience and topic. LA.C.3.4.1	92	Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate.			✓			✓				✓

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 10 th Grade			Curriculum Survey			Priority		
Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
	Selects and uses a variety of speaking strategies to clarify meaning and to reflect understanding, interpretation, application, and evaluation of content, processes, or experiences, including asking relevant questions when necessary, making appropriate and meaningful comments, and making insightful observations. LA.C.3.4.2	59	Respond orally to fellow student's opinions during book talks by asking questions, asking for clarification, agreeing and/or disagreeing courteously.			✓		✓			✓	
		69	Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information.									
	Uses details, illustrations, analogies, and visual aids to make oral presentations that inform, persuade, or entertain. LA.C.3.4.3	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
	Applies oral communication skills to interviews, group presentations, formal presentations, and impromptu situations. LA.C.3.4.4	10	Prepare and deliver individual speeches by gathering information, rehearsing, making eye contact, speaking loudly enough, delivering information in a well-organized fashion, and appealing to the needs of the target audience.			✓	✓				✓	
	Develops and sustains a line of argument and provides appropriate support. LA.C.3.4.5	27	Define a position on a controversial topic and write a persuasive essay likely to persuade a specific audience to change an opinion or take a particular action.			✓	✓				✓	
Language												
Standard 1: The student understands the nature of language. LA.D.1.4												
	Applies an understanding that language and literature are primary means by which culture is transmitted LA.D.1.4.1	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓				✓	

Florida Language Arts Curriculum		Curriculum Survey of Essential Skills International Center for Leadership in Education		FCAT 10 th Grade			Curriculum Survey			Priority		
Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
	Makes appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. LA.D.1.4.2	27	Define a position on a controversial topic and write a persuasive essay likely to persuade a specific audience to change an opinion or take a particular action.			✓	✓				✓	
	Understands that there are differences among various dialects of English. LA.D.1.4.3					✓			✓			✓
Standard 2: The student understands the power of language. LA.D.2.4												
	Understands specific ways in which language has shaped the reactions, perceptions, and beliefs of the local, national, and global communities. LA.D.2.4.1	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓
		89	Identify and interpret levels of language, idiomatic expressions, and figures of speech that enhance oral communication.									
	Understands the subtleties of literary devices and techniques in the comprehension and creation of communication. LA.D.2.4.2	80	Understand ways an author uses language and text characteristics to aid comprehension.			✓			✓			✓
	Recognizes production elements that contribute to the effectiveness of a specific medium. LA.D.2.4.3	56	Understand and use graphics such as graphs, charts, white space, bold print, headers and other graphics to enhance meaning.			✓		✓			✓	
	Effectively integrates multimedia and technology into presentations. LA.D.2.4.4	68	Apply an understanding of the meaning of graphics, layout, white space, italics, parentheses, and other visual aids.			✓		✓			✓	

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Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
	Critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information. LA.D.2.4.5	43	Use a variety of media to gather information and to transmit information to specific audiences.			✓	✓				✓	
	Understands that laws control the delivery and use of media to protect the rights of authors and the rights of media owners. LA.D.2.4.6					✓			✓			✓
Literature												
Standard 1: The student understands the common features of a variety of literary forms. LA.E.1.4												
	Identifies the characteristics that distinguish literary forms. LA.E.1.4.1					✓			✓			✓
	Understands why certain literary works are considered classics. LA.E.1.4.2	77	Assess the significance and importance of the themes in a literary text.			✓			✓			✓
	Identifies universal themes prevalent in the literature of all cultures. LA.E.1.4.3	77	Assess the significance and importance of the themes in a literary text.			✓			✓			✓
	Understands the characteristics of major types of drama. LA.E.1.4.4					✓			✓			✓

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Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
	Understands the different stylistic, thematic, and technical qualities present in the literature of different cultures and historical periods. LA.E.1.4.5	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓				✓	
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. LA.E.2.4												
	Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. LA.E.2.4.1	77	Assess the significance and importance of the themes in a literary text.	✓					✓		✓	
		83	Evaluate the quality of a selection.									
	Understands the relationships between and among elements of literature, including characters, plot, setting, tone, point of view, and theme. LA.E.2.4.2	77	Assess the significance and importance of the themes in a literary text.			✓			✓			✓
	Analyzes poetry for the ways in which poets inspire the reader to share emotions, such as the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration. LA.E.2.4.3	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓
	Understands the use of images and sounds to elicit the reader's emotions in both fiction and nonfiction. LA.E.2.4.4	72	Evaluate the way an author uses language and text characteristics to evoke a response in a reader.			✓			✓			✓

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Grades 9-12		Rank		H	M	L	H	M	L	H	M	L
Analyzes the relationships among author's style, literary form, and intended impact on the reader. LA.E.2.4.5	83	Evaluate the quality of a selection.			✓				✓			✓
Recognizes and explains those elements in texts that prompt a personal response, such as connections between one's own life and the characters, events, motives, and causes of conflict in texts. LA.E.2.4.6	53	Apply personal or objective criteria for evaluating informational, persuasive and literary materials.										
	57	Understand and relate to situations and events in a reading selection.			✓		✓				✓	
	60	Relate situations and events in a reading selection to personal experience.										
Examines a literary selection from several critical perspectives. LA.E.2.4.7	23	Understand the personal, social, cultural and historical significance of a text.			✓	✓					✓	
Knows that people respond differently to texts based on their background knowledge, purpose, and point of view LA.E.2.4.8					✓				✓			✓