

Course: Functional Reading, Writing, Language and Literature Life Sills
 Grade Level: 6, 7, 8
 Textbook/Instructional Materials: Functional Life Skills Resources

Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands
September October	Communicating with the World In Which We Live	<p>Activities:</p> <ul style="list-style-type: none"> -Reading for Survival in today's society -Labels and Packages -Practical Practice Ads and Coupons -Catalogs and Mail Order -Games -LifeSchool 2000 - Survival Skills- Fining the Facts -Survival Skills Getting the Main Idea <p>Formative:</p> <ul style="list-style-type: none"> -Class discussion -quizzes -Hands on activities -Interactive games -Community filed trips -Interactions with Community members - Quizzes <p>Summative:</p> <ul style="list-style-type: none"> -Hands on activity -Filling out real 	<p>Communication</p> <p>I. Communication Skills Social</p> <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Collaborate with peers and experts using a variety of digital environments and media • Share ideas with multiple audiences using a variety of digital environments and media <p>Social</p> <p>II. Collaboration Skills Self-management</p> <ul style="list-style-type: none"> • Practice 	<p>Curriculum Objectives:</p> <p>EE.L.6.1: Demonstrate Standard English grammar and usage when communicating. A. Use personal pronouns (e.g., he, she, they) correctly. B. Use indefinite pronouns.</p> <p>EE.L.H.6.1: The student can identify the correct use of personal pronouns (e.g., he, she, and they) and a few indefinite pronouns (e.g., someone, everybody, many, few) when communicating.</p> <p>EE.L.M.6.1: The student can identify correct use of simple grammatical structures (e.g., singular/plural nouns, appropriate pronouns, verbs) when communicating.</p> <p>EE.L.L.6.1: The student can identify correct use of singular/plural nouns, verbs when communicating.</p> <p>EE.L.6.2.a: Demonstrate understanding of conventions of Standard English: Use question marks at the end of written questions. EE.L.H.6.2.a: The student can identify which</p>

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		<p>life orders, forms</p>	<p>empathy</p> <ul style="list-style-type: none"> • Delegate and share responsibility for decision-making • Help others to succeed • Take responsibility for one's own actions <p>Self-Management</p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> • Bring necessary equipment and supplies to class <p>IV. Affective Skills</p> <ul style="list-style-type: none"> • Perseverance • Resilience <p>Practice "bouncing back" after adversity, mistakes and failures</p> <p>Practice "failing well"</p>	<p>word/words should be capitalized in a sentence (first words and proper nouns) and/or choose the correct ending punctuation (period, question mark, or exclamation point).</p> <p>EE.LM.6.2.a: The student can identify capital letters and/or basic punctuation (periods and question marks).</p> <p>EE.LL.6.2.a: The student can differentiate if a sentence is a statement or a question.</p> <p>EE.L.7.2.a: Demonstrate understanding of conventions of Standard English: Use end punctuation when writing a sentence or question.</p> <p>EE.L.H.7.2.a: The student can identify which word/words should be capitalized in a sentence (first words and proper nouns) and/or choose the correct ending punctuation (period, question mark, or exclamation point).</p> <p>EE.L.M.7.2.a: The student can identify capital letters and/or basic punctuation (periods and question marks).</p>
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			<p style="text-align: center;">Thinking</p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> • Recognize unstated assumptions and bias • Interpret data <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> • Consider multiple alternatives, including those that might be unlikely or impossible 	<p>EE.LL.7.2.a: The student can differentiate if a sentence is a statement or a question.</p> <p>EE.L.8.2.a: Demonstrate understanding of conventions of Standard English: Use end punctuation and capitalization when writing a sentence or question.</p> <p>EE.L.H.8.2.a: The student can identify a grammatically correct sentence that uses correct capitalization and ending punctuation.</p> <p>EE.L.M.8.2.a: The student can identify a sentence that uses the correct capitalization or ending punctuation.</p> <p>EE.LL.8.2.a: The student can differentiate if a sentence is a statement or a question.</p> <p>EE.L.8.1.b: Demonstrate Standard English grammar and usage when communicating: Form and use the simple verb tenses (e.g., I walked, I walk,</p>
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				<p>I will walk). EE.L.H.8.1.b: The student can identify/use the appropriate verb tense when communicating.</p> <p>EE.L.M.8.1.b: The student can identify appropriate past tense verbs when communicating.</p> <p>EE.L.L.8.1.b: The student can identify the action a person is taking when given a picture prompt.</p>
Month	IB Unit/Topic	Assessments and Activities	Approaches to Learning	Curriculum Standards and IB Criterion and Strands

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<p>November December January February</p>	<p>Living, Understanding and Functioning In a World With Reading and Writing</p>	<p>Activities: -Reading for Survival in Today's Society, Volume One -Tables and Graphs -Living on Your Own -Labels and Packages -Comprehension Capers -Living On Your Own - Survival Skills- Fining the Facts -Survival Skills Getting the Main Idea</p> <p>Formative: -Shopping Trip in the community -Phone call simulations Class discussion -quizzes -Hands on activities -Interactive games -Community filed trips</p>	<p>Communication</p> <p>I. Communication Skills</p> <ul style="list-style-type: none"> • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Give and receive meaningful feedback • Use intercultural understanding to interpret communication <p>Social</p> <p>II. Collaboration Skills</p> <ul style="list-style-type: none"> • Practice empathy • Delegate and share responsibility for decision- 	<p>Curriculum Objectives:</p> <p>EE.L.6.5.a: Demonstrate understanding of word relationships and use: Identify the meaning of simple similes (e.g., The man was as big as a tree.).</p> <p>EE.L.H.6.5.a: The student can identify the meaning of a word, words or phrase when presented in the context of narrative or informational text. Focus is on introducing non-literal meanings/figurative language.</p> <p>EE.L.M.6.5.a: The student can demonstrate understanding that the same word can have different meanings (e.g., "sweet" means kind and sugary, "bark" is the covering on a tree and a sound made by a dog, "bowl" is a vessel that holds food and an activity involving a ball, lanes, and pins).</p> <p>EE.L.L.6.5.a: The student can identify two things that share a common characteristic (e.g., two things that are big, two</p>
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		<p>-Interactions with Community members - Quizzes</p> <p>Summative: -Celebration- planning, setup and achievement -Hands on activity -Interactive Games -Assessment Task</p>	<p>making</p> <ul style="list-style-type: none"> • Help others to succeed • Take responsibility for one's own actions • Manage and resolve conflict, and work collaboratively in teams <p>Self-Management</p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> • Use appropriate strategies for organizing complex information • Understand and use sensory learning preferences (learning styles) <p>IV. Affective Skills</p> <ul style="list-style-type: none"> • Self-motivation Practice analyzing and 	<p>things that are quiet, two things that are hot, etc.). EE.L.6.5.b: Demonstrate understanding of word relationships and use: Demonstrate understanding of words by identifying other words with similar and different meanings. EE.L.H.6.5.b: The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms). EE.L.M.6.5.b: The student can identify a word with the same meaning as a target word that appears in a paragraph of text. EE.L.L.6.5.b: The student can identify a word with the same meaning as a target word that appears in a short text. EE.L.6.4.a: Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content area text. EE.L.H.6.4.a: The student can use context as a clue to guide selection of a word</p>
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			attributing causes for failure Practice managing self-talk Practice positive thinking <p style="text-align: center;">Thinking</p> VIII. Critical-thinking Skills <ul style="list-style-type: none"> • Practice observing carefully in order to recognize problems • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Consider ideas from multiple perspectives IX. Creative-thinking skills	or words that best completes a sentence. EE.LM.6.4.a: The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects. EE.LL.6.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures. EE.RI.6.5: Determine how the title fits the structure of the text. (e.g., cause/effect, chronological, compare/contrast, order of importance, problem/solution, sequence/steps, etc.) EE.RI.H.6.5: The student can determine how the title of an informational text relates to its content. EE.RI.M.6.5: The student can select a title that is appropriate for a short informational text when given choices. EE.RI.L.6.5: The student can identify the title of a short
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			<ul style="list-style-type: none"> • Make guesses, ask “what if” questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments • Practice visible thinking strategies and techniques 	<p>informational text</p> <p>EE.RL.6.6: Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.</p> <p>EE.RL.H.6.6: The student can identify words/phrases in a narrative text that show what the narrator or speaker is thinking/feeling.</p> <p>EE.RL.M.6.6: The student can identify what the narrator/speaker is feeling when specific clues are given in text or speech.</p> <p>EE.RLL.6.6: The student can identify what the narrator/speaker of a short narrative text/speech said.</p> <p>EE.L.7.5.a: Demonstrate understanding of word relationships and use: Identify the literal and nonliteral meanings of words in context. EE.L.H.7.5.a: The student can identify the meaning of literal or non-literal/figurative words or phrases when</p>
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				<p>presented in the context of narrative or informational text. EE.LM.7.5.a: The student can identify the correct word (from commonly confused words) to use in a given context.</p> <p>EE.LL.7.5.a: The student can identify the meaning of a word or phrase used in a given context given choices of words paired with pictures/objects.</p> <p>EE.L.7.5.b: Demonstrate understanding of word relationships and use: Demonstrate understanding of synonyms and antonyms.</p> <p>EE.LH.7.5.b: The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms).</p> <p>EE.LM.7.5.b: The student can identify a word with the opposite meaning as a target word that appears in text.</p> <p>EE.LL.7.5.b: The student can identify a word with the opposite meaning as a</p>
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				<p>target word that appears in a short text.</p> <p>EE.L.7.4.a: Demonstrate knowledge of word meanings: Use context to determine which word is missing from a text.</p> <p>EE.L.H.7.4.a: The student can use context as a clue to guide selection of a word or words that best completes a sentence.</p> <p>EE.L.M.7.4.a: The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects.</p> <p>EE.L.L.7.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures.</p> <p>EE.L.8.5.a: Demonstrate understanding of word relationships and use: Demonstrate understanding of the use of multiple-meaning words.</p> <p>EE.L.H.8.5.a: The student can identify the meaning of literal or non-literal/figurative words or</p>
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				<p>phrases when presented in the context of narrative or informational text, including (but not limited to) multiple-meaning words.</p> <p>EE.LM.8.5.a: The student can identify the meaning of a word when presented in the context of a sentence.</p> <p>EE.LL.8.5.a: The student can identify the meaning of a word or phrase used in context given choices of words paired with pictures/objects.</p> <p>EE.L.8.4.a: Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content-area text.</p> <p>EE.L.H.8.4.a: The student can use context as a clue to guide selection of a word or words that best completes a sentence including (but not limited to) content-area words.</p> <p>EE.L.M.8.4.a: The student can use context clues to determine the meaning of familiar words including</p>
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				(but not limited to) content-area words. EELL8.4.a: The student can use cues to recognize the meaning of familiar words when paired with pictures including (but not limited to) content-area words.
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March	Understanding	Activities:	Communication	Curriculum Objectives:

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	<p>the Reading World in Which We Live</p>	<ul style="list-style-type: none"> -Reading Survival Skills -Catalogs and Mail Order -Ads and Coupons -Comprehension Collection -Comprehension 5 W's 4 -Comprehension 5 W's 5 -Comprehension 5 W's 3 -Comprehension 5 W's 2 <p>Formative:</p> <ul style="list-style-type: none"> - Class discussion -quizzes -Hands on activities -Interactive games -Community field trips -Interactions with Community members -Quizzes <p>Summative:</p> <ul style="list-style-type: none"> -Reading for Life Assessment (End of Unit test) 	<p>I. Communication Skills</p> <ul style="list-style-type: none"> • Read critically and for comprehension • Read a variety of sources for information and for pleasure • Make inferences and draw conclusions • Use and interpret a range of discipline-specific terms and symbols <p style="text-align: center;">Social</p> <p>II. Collaboration Skills</p> <ul style="list-style-type: none"> • Make fair and equitable decisions • Listen actively to other perspectives and ideas • Negotiate effectively • Encourage others to 	<p>EE.RL.6.2: Identify details in a text that are related to the theme or central idea.</p> <p>EE.RL.H.6.2: The student can identify one or more details in narrative text that are related to the text's theme or main idea.</p> <p>EE.RL.M.6.2: The student can identify a detail that relates to the theme or main idea of a short narrative text when the theme or main idea is provided.</p> <p>EE.RL.L.6.2: The student can identify the theme or main idea of a short narrative text.</p> <p>EE.RI.6.2: Determine the main idea of a passage and details or facts related to it.</p> <p>EE.RI.H.6.2: The student can identify one or more details in informational text that are related to the text's main idea.</p> <p>EE.RI.M.6.2: The student can identify one detail that relates to the main idea of a short informational text</p>
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			<p>contribute</p> <ul style="list-style-type: none"> • Exercise leadership and take on a variety of roles within groups <p>Self-Management</p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> • Use appropriate strategies for organizing complex information <p>IV. Affective Skills</p> <ul style="list-style-type: none"> • Self-motivation Practice analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking <p>Research</p> <p>VII. Media Literacy Skills</p>	<p>when the main idea is provided.</p> <p>EE.RI.L.6.2: The student can identify the main idea of a short informational text.</p> <p>EE.RI.7.2: Determine two or more central ideas in a text.</p> <p>EE.RI.H.7.2: The student can identify one or more central ideas in an informational text. EE.RI.M.7.2: The student can identify one detail that relates to the main idea of a short informational text (when the main idea is provided).</p> <p>EE.RI.L.7.2: The student can identify the main idea of a short informational text.</p> <p>EE.RL.7.2: Identify events in a text that are related to the theme or central idea.</p> <p>EE.RL.H.7.2: The student can identify one or more details in a narrative text that are related to the text's theme or main idea.</p> <p>EE.RL.M.7.2: The student can identify one detail that relates to the theme or main idea of a short</p>
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			<ul style="list-style-type: none"> • Demonstrate awareness of media interpretations of events and ideas (including digital social media) • Make informed choices about personal viewing experiences • Understand the impact of media representations and modes of presentation <p style="text-align: center;">Thinking</p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations • Test generalizations 	<p>narrative text (when the theme or main idea is provided).</p> <p>EE.RLL.7.2: The student can identify the theme or main idea of a short narrative text.</p> <p>EE.RL.8.2: Recount an event related to the theme or central idea, including details about character and setting.</p> <p>EE.RLH.8.2: The student can relate details about events, characters, and/or settings to the theme or main idea of a narrative text. EE.RLM.8.2: The student can identify the theme or main idea of a short narrative text. EE.RLL.8.2: The student can identify the theme or main idea of a short narrative text.</p> <p>EE.RL.6.5: Determine the structure of a text (e.g., story, poem, or drama).</p> <p>EE.RLH.6.5: The student can identify the genre of a text (story, poem, or drama) based on how it is</p>
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			<p>and conclusions</p> <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> • Make guesses, ask "what if" questions and generate testable hypotheses • Apply existing knowledge to generate new ideas, products or processes <p>X. Transfer Skills</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective 	<p>organized/structured (e.g., beginning/middle/end, scenes/acts, stanzas, etc.).</p> <p>EE.RLM.6.5: The student can identify a variety of narrative text genres (story, poem, and drama).</p> <p>EE.RLL.6.5: The student can differentiate between two types of narrative text genres.</p>
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April May June	Reading in the For Life	Activities: -Success at Work -Co-operative games -Comprehension	Communication I. Communication Skills • Find information for	Curriculum Objectives: EE.RI.6.1: Analyze a text to determine what it says explicitly as well as what

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		<p>Careers 4 -Comprehension Careers 3 -Your Paper Chase to Employment -Comprehension Careers 5 -Building Life Skills-Critical Reading Skills for Decision Making -Letter Writing Skills -Life School Occupational Knowledge -Reading for Life Volume 1 -Survival Signs -Interactive Games</p> <p>Formative: -Co-operative games -Hands on Activities -Class discussions -Community Interactions/trips - Quizzes</p> <p>Summative:</p>	<p>disciplinary and interdisciplinary inquiries, using a variety of media</p> <ul style="list-style-type: none"> • Organize and depict information logically • Structure information in summaries, essays and reports <p>Self-management III. Organization Skills</p> <ul style="list-style-type: none"> • Set goals that are challenging and realistic • Plan strategies and take action to achieve personal and academic goals • Bring necessary equipment and supplies to class <p>Research VI. Information Literacy Skills</p>	<p>inferences should be drawn. EE.RI.H.6.1: The student can use details and clues from informational text to answer questions and make simple inferences EE.RI.M.6.1: The student can use details and clues to answer basic questions about informational text. EE.RI.L.6.1: The student can answer simple who, what, where, or when questions about short informational texts. EE.RI.6.1: Determine what a text says explicitly as well as what simple inferences must be drawn. EE.RL.H.6.1: The student can answer questions about narrative text using explicit details and clues to make simple inferences. EE.RI.M.6.1: The student can use details and clues to answer questions about basic narrative text elements (e.g., characters' actions/feelings/behaviors/motivations, major events,</p>
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		<p>-Fill out Job application -Send a letter -Life Skills Assessment -Survival Signs Assessment</p>	<ul style="list-style-type: none"> • Identify primary and secondary sources • Use critical-literacy skills to analyze and interpret media communications <p>Thinking VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> • Evaluate evidence and arguments • Recognize and evaluate propositions • Draw reasonable conclusions and generalizations <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple 	<p>setting, story sequence, etc.). EE.RLL.6.1: The student can use details (pictures) to answer concrete who, what, where, or when questions about short narrative text.</p> <p>EE.RI.6.3: Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.</p> <p>EE.RI.H.6.3: The student can identify a detail that elaborates (gives information) about an individual, event, or idea presented in an informational text.</p> <p>EE.RI.M.6.3: The student can identify one detail about an individual, event, or idea described in short informational text. EE.RI.L.6.3: The student can match a detail with a person or event described in short informational text.</p> <p>EE.SL.6.3: Identify the reasons and evidence supporting the claims made by the speaker.</p> <p>EE.SL.H.6.3: The student can</p>
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			<p>alternatives, including those that might be unlikely or impossible</p> <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways • Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments <p>X. Transfer Skills</p> <ul style="list-style-type: none"> • Make connections between subject groups and disciplines • Combine knowledge, understanding and skills to create products or solutions 	<p>identify one reason or piece of evidence that supports a point/claim made by a speaker (orally or through other media).</p> <p>EE.SLM.6.3: The student can identify a speaker’s point/claim when given choices. EE.SLL.6.3: The student can select one or more details from information presented orally or through other media.</p> <p>EE.RI.7.1: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p>EE.RI.H.7.1: The student can use details and clues from informational text to answer questions and make inferences.</p> <p>EE.RI.M.7.1: The student can use concrete details to answer simple questions and make predictions about a short informational text. EE.RI.L.7.1: The student can use concrete details to answer</p>
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				<p>simple who, what, where, or when questions about short informational text.</p> <p>EE.RL.7.1: Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p>EE.RL.H.7.1: The student can answer questions about narrative text using explicit details and clues to make inferences. EE.RLM.7.1: The student can use concrete details to answer simple questions and make predictions about short narrative text. EE.RLL.7.1: The student can use concrete details to answer simple who, what, where, or when questions about short narrative text.</p> <p>EE.W.7.2.b: Write to share information supported by details: Provide facts, details, or other information related to the topic. EE.W.H.7.2.b: The student can identify/list/organize facts, details, or other</p>
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				<p>pieces of information to support a topic. EE.W.M.7.2.b: The student can select facts, details, or other pieces of information that relate to a given topic.</p> <p>EE.W.L.7.2.b: The student can select a fact, detail, or other piece of information that relates to a given topic.</p> <p>EE.SL.7.3: Determine whether the claims made by a speaker are fact or opinion. EE.SL.H.7.3: The student can determine whether the information provided by a speaker is based on fact or opinion.</p> <p>EE.SLM.7.3: The student can distinguish whether a piece of information shared by a speaker is a fact.</p> <p>EE.SLL.7.3: The student can select one or more details from information presented orally or through other media.</p> <p>EE.RI.8.1: Cite text to support inferences from informational text.</p> <p>EE.RI.H.8.1: The student can</p>
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				<p>answer questions about informational text using explicit details and/or identify specific details that support an inference.</p> <p>EE.RI.M.8.1: The student can use concrete details to answer simple questions and make predictions about short informational text.</p> <p>EE.RI.L.8.1: The student can use concrete details to answer simple who, what, where, or when questions about short informational text.</p> <p>EE.RL.8.1: Cite text to support inferences from stories and poems.</p> <p>EE.RL.H.8.1: The student can answer questions about narrative text using explicit details, and/or identify specific details that support an inference.</p> <p>EE.RLM.8.1: The student can use details from narrative text to answer simple questions and make predictions.</p> <p>EE.RLL.8.1: The student can use concrete details to answer simple who, what, where, or</p>
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				<p>when questions about short narrative text.</p> <p>EE.RI.8.2: Provide a summary of a familiar informational text.</p> <p>EE.RI.H.8.2: The student can identify a sentence/statement that accurately summarizes a short informational text.</p> <p>EE.RI.M.8.2: The student can identify the main idea of a short informational text.</p> <p>EE.RI.L.8.2: The student can identify the main idea of a short informational text.</p> <p>EE.W.8.3.a: Write about events</p> <p>EE.W.H.8.3.a: The student can</p> <p>EE.W.L.8.3.a: The student can or personal experiences: Write a write/draw/dictate about a</p> <p>EE.W.M.8.3.a: The student can provide a detail about a personal narrative about a real or imagined personal experience, including write/dictate a sentence to express experience or other given topic experience introducing the three details about such things</p>
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				<p>as ideas about a personal experience while preparing to experience, at least one character, people/characters, settings, and/or or other given topic. and two or more events. events. write/communicate about it.</p> <p>EE.SL.8.3: Determine the argument made by the speaker on a topic.</p> <p>EE.SL.H.8.3: The student can identify an argument made by a speaker and one point that supports it.</p> <p>EE.SLM.8.3: The student can identify one point that supports a speaker's argument (when the argument is provided).</p> <p>EE.SLL.8.3: The student can select one or more details from information presented orally or through other media.</p>
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