

			<p>Note: Levels A-I represent Grade Levels K-8;</p>
<p>Florida - Grade 7 -Language Arts Standards /Benchmarks 2005</p>			<p>PLATO Courseware Covering Florida - Grade 7 - Language Arts</p>
<p>Reading</p>			
<p>Standard 1: The student uses the reading process effectively. (LA.A.1.3)</p>			
<p>1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</p>			<p><u>Projects for the Real World H</u> - What are Product Reports?; <u>Fundamental Reading Strategies</u> - Using What You Know;</p>
<p>2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p>			<p><u>Projects for the Real World H</u> - Too Thin? (Use Strategies/Write a Conclusion); <u>Essential Reading Skills 2-</u> Drawing Conclusions; Working with Order;</p>
<p>3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</p>			<p><u>Fundamental Reading Strategies</u> - Expanding Your Vocabulary;</p>
<p>4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</p>			<p><u>Fundamental Reading Strategies</u> - Summarizing What You Read;</p>
<p>Standard 2: The student constructs meaning from a wide range of texts. (LA.A.2.3)</p>			

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.			<u>Projects for the Real World H</u> - AIDS Answers (Locate Details); X-Rays Mark the Spot (Details); <u>Essential Reading 2</u> - Being a Word Detective; Finding Main Ideas 2; What Happens Next?
2. identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.			<u>Intermediate Writing Process and Practice</u> - Addressing Different Perspectives;
3. recognizes logical, ethical, and emotional appeals in texts.			<u>Intermediate Writing Process and Practice</u> - Supporting Your Arguments with the Right Evidence;
4. uses a variety of reading materials to develop personal preferences in reading.			<u>Projects for the Real World H</u> - Know it By Heart; What a Pain; Family Issues;
5. 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.			<u>Reading for Information</u> - Reading Directions; <u>Fundamental Writing Process and Practice</u> - Asking Research Questions; Summarizing During A Peer Review;
6. 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.			<u>Reading for Information</u> - Reading Reference and Technical Material;
7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.			<u>Projects for the Real World H</u> - Drug Detection Methods (Bar Graphs); <u>Fundamental Writing Process and Practice</u> - Taking Notes; Outlining;
8. 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.			<u>Intermediate Writing Process and Practice</u> - Citing Information Sources; Balancing Research with Original Ideas;
Writing			

<p>Standard 1: The student uses writing processes effectively. (LA.B.1.3)</p>			
<p>1. organizes information before writing according to the type and purpose of writing.</p>			<p><u>Fundamental Writing Process and Practice</u> - Determining Your Thesis; <u>Intermediate Writing Process and Practice</u> - Writing Strong Introductions;</p>
<p>2. drafts and revises writing that: 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><u>Essential Writing Process and Practice</u> - Going Deeper with Your Research; Varying Your Sentence Structure; Approaching a Peer Review; <u>Fundamental Writing Process and Practice</u> - Avoiding confusing Pronouns; Matching Verbs with Indefinite Pronouns; Knowing When to Use -ly Modifiers; Knowing When Not to Use -ly Modifiers; Choosing "Who" or "That"; Using Verbs that are Irregular in the Past Tense; Using "Their" and "His" as Pronouns; Fixing Misplaced Modifiers; Fixing Sentence Fragments; Capitalizing Proper Nouns and Modifiers; <u>Projects for the Real World H</u> - Edit a Report (Commas); Edit an Interview (Sentence Fragments); Edit a Newspaper Article (Rough Draft); <u>Intermediate Writing Process and Practice</u> - Combining Sentences to Make Your Writing More Interesting; Writing Effective Transitions; Using A Checklist to Proofread Your Work;</p>

<p>3. produces final documents that have been edited for: 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><u>Essential Writing Process and Practice</u> - Capitalizing Names of Places and Events; Tying Your Ideas Together; <u>Fundamental Writing Process and Practice</u> - Capitalizing Words in Quotations; Showing Ownership in Plural Nouns; Using Quotation Marks with Titles of Short Works; Showing Ownership with Possessives; Writing Contractions like "Could've"; Using Commas in Sentences with "Or", "And", or "But"; Using Apostrophes with Compound Possessives; Capitalizing Proper Nouns and Modifiers; <u>Projects for the Real World H</u> - Edit an Anorexia Nervosa Article (Subject/Verb Agreement); Money Talks (Identify Subjects/Predicates); Edit an AIDS Pamphlet (Capitalization); Edit a Myth;</p>
<p>Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3)</p>			
<p>1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</p>			<p><u>Intermediate Writing Process and Practice</u> - Using Your Own Words to Develop Ideas; Choosing Your Point of View; <u>Writing in the Workplace</u> - Writing Notes and Short Memos;</p>
<p>2. organizes information using alphabetical, chronological, and numerical systems.</p>			<p><u>Writing in the Workplace</u> - Writing Directions;</p>
<p>3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p>			<p><u>Essential Writing Process and Practice</u> - Freewriting; <u>Writing in the Workplace</u> - Writing Business Letters; <u>Intermediate Writing Process and Practice</u> - Using Published Writing as a Model;</p>
<p>4. uses electronic technology including databases and software to gather information and communicate new knowledge.</p>			<p><u>Intermediate Writing Process and Practice</u> - Finding Information on the Internet;</p>

Listening, Viewing, and Speaking			
Standard 1: The student uses listening strategies effectively. (LA.C.1.3)			
1. listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest. 2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.			<u>Fundamental Reading Strategies</u> - Picturing What You Read; <u>Communication</u> - Interpersonal Communication (Module);
3. acknowledges the feelings and messages sent in a conversation. 4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.			<u>Communication</u> - Small Group Communication (Module); <u>Fundamental Reading Strategies</u> - Asking and Answering Questions;
Standard 2: The student uses viewing strategies effectively. (LA.C.2.3)			
1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.			<u>Fundamental Reading Strategies</u> - Finding What's Important;
2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.			In-Class Activity;
Standard 3: The student uses speaking strategies effectively. (LA.C.3.3)			

<p>1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. 2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. 3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</p>			<p><u>Communication</u> - Presentations(Module); <u>Essential Writing Process and Practice</u> - Reading Out Loud;</p>
<p>Language</p>			
<p>Standard 1: The student understands the nature of language. (L.A.D.1.3)</p>			
<p>1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.</p>			<p><u>Projects for the Real World H</u> - What's in a Name (Prefixes, Root Words);</p>
<p>2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.</p>			<p><u>Projects for the Real World H</u> - Celebrate (African-American Holidays);</p>
<p>3. demonstrates an awareness of the difference between the use of English in formal and informal settings.</p>			<p><u>Fundamental Writing Process and Practice</u> - Writing for Assignments that Don't Specify an Audience; Writing in a Formal Style;</p>
<p>4. understands that languages change over time.</p>			<p>PLATO does not cover this benchmark on a 6th Grade level;</p>
<p>Standard 2: The student understands the power of language. (L.A.D.2.3)</p>			
<p>1. selects language that shapes reactions, perceptions, and beliefs.</p>			<p><u>Projects for the Real World H</u> - Living Memories (History);</p>

2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.			<u>Fundamental Reading Strategies</u> - Tracking Your Understanding; <u>Fundamental Writing Process and Practice</u> - Giving Credit;
3. distinguishes between emotional and logical argument.			<u>Fundamental Reading Strategies</u> - Separating Facts from Opinions;
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. 5. incorporates audiovisual aids in presentations.			<u>Fundamental Reading Strategies</u> - Using Pictures to Help You Understand; (PLATO provides an online studio tool for creating presentations in PRW)
6. understands specific ways that mass media can potentially enhance or manipulate information.			<u>Projects for the Real World H</u> - Truth in Ads
7. understands that laws exist that govern what can and cannot be done with mass media.			PLATO does not cover this benchmark;
Literature			
Standard 1: The student understands the common features of a variety of literary forms. (LA.E.1.3)			
1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures. 2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.			<u>Vocabulary and Reading Stories</u> 3 & 4;
3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flash back, persuasion techniques, and point of view in both fiction and nonfiction.			<u>Essential Reading Skills 1</u> - Idioms; Similes;

4. knows how mood or meaning is conveyed in poetry such as word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language, use of sentence structure, line length, punctuation, and rhythm.			<u>Projects for the Real World H</u> - What's a Family? (Poems); <u>Fundamental Reading Strategies</u> - Reading Between the Lines;
5. identifies common themes in literature.			See Benchmarks 1 and 2 Above;
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)			
1. understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line. 2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. 3. knows that a literary text may elicit a wide variety of valid responses.			<u>Vocabulary and Reading Literature</u> 7;
4. knows ways in which literature reflects the diverse voices of people from various backgrounds.			<u>Projects for the Real World H</u> - Team Up (Ancient Mayans)
5. 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.			<u>Projects for the Real World H</u> - Made in Copan; Dots, Bars, and Shells; Books of Stone; What's in a Bone?; Maya Myths;
6. identifies specific questions of personal importance and seeks to answer them through literature. 7. identifies specific interests and the literature that will satisfy those interests.			In-Class Activity;
8. knows how a literary selection can expand or enrich personal viewpoints or experiences.			<u>Vocabulary and Reading Information</u> 3 & 4; <u>Vocabulary and Reading Expository Text</u> 7;

Courses Used: Projects for the Real World; Fundamental Reading Strategies; Essential Reading Skills; Essential/Fundamental/Intermediate Writing Process and Practice; Reading for Information; Writing in the Workplace; Communication; Vocabulary and Reading Comprehension;			
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