

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

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		<p>life orders, forms</p>	<p>empathy</p> <ul style="list-style-type: none"> <li>• Delegate and share responsibility for decision-making</li> <li>• Help others to succeed</li> <li>• Take responsibility for one's own actions</li> </ul> <p><b>Self-Management</b></p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> <li>• Bring necessary equipment and supplies to class</li> </ul> <p>IV. Affective Skills</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Resilience</li> </ul> <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><b>EE.L.M.6.2.a:</b> The student can identify capital letters and/or basic punctuation (periods and question marks).</p> <p><b>EE.L.L.6.2.a:</b> The student can differentiate if a sentence is a statement or a question.</p> <p><b>EE.L.7.2.a:</b> Demonstrate understanding of conventions of Standard English: Use end punctuation when writing a sentence or question.</p> <p><b>EE.L.H.7.2.a:</b> 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><b>EE.L.M.7.2.a:</b> The student can identify capital letters and/or basic punctuation (periods and question marks).</p>
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			<p style="text-align: center;"><b>Thinking</b></p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> <li>• Recognize unstated assumptions and bias</li> <li>• Interpret data</li> </ul> <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> <li>• Consider multiple alternatives, including those that might be unlikely or impossible</li> </ul>	<p><b>EE.LL.7.2.a:</b> The student can differentiate if a sentence is a statement or a question.</p> <p><b>EE.L.8.2.a:</b> Demonstrate understanding of conventions of Standard English: Use end punctuation and capitalization when writing a sentence or question.</p> <p><b>EE.L.H.8.2.a:</b> The student can identify a grammatically correct sentence that uses correct capitalization and ending punctuation.</p> <p><b>EE.L.M.8.2.a:</b> The student can identify a sentence that uses the correct capitalization or ending punctuation.</p> <p><b>EE.LL.8.2.a:</b> The student can differentiate if a sentence is a statement or a question.</p> <p><b>EE.L.8.1.b:</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). <b>EE.L.H.8.1.b</b>: The student can identify/use the appropriate verb tense when communicating.</p> <p><b>EE.L.M.8.1.b</b>: The student can identify appropriate past tense verbs when communicating.</p> <p><b>EE.L.L.8.1.b</b>: The student can identify the action a person is taking when given a picture prompt.</p>
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<p><b>November December January February</b></p>	<p><b>Living, Understanding and Functioning In a World With Reading and Writing</b></p>	<p><b>Activities:</b>          -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><b>Formative:</b>          -Shopping Trip in the community          -Phone call simulations          Class discussion          -quizzes          -Hands on activities          -Interactive games          -Community filed trips</p>	<p><b>Communication</b></p> <p>I. Communication Skills</p> <ul style="list-style-type: none"> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> <li>• Give and receive meaningful feedback</li> <li>• Use intercultural understanding to interpret communication</li> </ul> <p><b>Social</b></p> <p>II. Collaboration Skills</p> <ul style="list-style-type: none"> <li>• Practice empathy</li> <li>• Delegate and share responsibility for decision-</li> </ul>	<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><b>Summative:</b>          -Celebration-          planning, setup and achievement          -Hands on activity          -Interactive Games          -Assessment Task</p>	<p>making</p> <ul style="list-style-type: none"> <li>• Help others to succeed</li> <li>• Take responsibility for one’s own actions</li> <li>• Manage and resolve conflict, and work collaboratively in teams</li> </ul> <p><b>Self-Management</b></p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> <li>• Understand and use sensory learning preferences (learning styles)</li> </ul> <p>IV. Affective Skills</p> <ul style="list-style-type: none"> <li>• Self-motivation Practice analyzing and</li> </ul>	<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.  <b>EE.L.H.6.5.b:</b> The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms).  <b>EE.L.M.6.5.b:</b> The student can identify a word with the same meaning as a target word that appears in a paragraph of text. <b>EE.L.L.6.5.b:</b> The student can identify a word with the same meaning as a target word that appears in a short text.  <b>EE.L.6.4.a:</b> Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content area text.  <b>EE.L.H.6.4.a:</b> The student can use context as a clue to guide selection of a word</p>
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			<p>attributing causes for failure          Practice managing self-talk          Practice positive thinking</p> <p style="text-align: center;"><b>Thinking</b></p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> <li>• Practice observing carefully in order to recognize problems</li> <li>• Gather and organize relevant information to formulate an argument</li> <li>• Recognize unstated assumptions and bias</li> <li>• Consider ideas from multiple perspectives</li> </ul> <p>IX. Creative-thinking skills</p>	<p>or words that best completes a sentence.</p> <p><b>EE.LM.6.4.a:</b> The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects. <b>EE.LL.6.4.a:</b> The student can use cues to recognize the meaning of familiar words when paired with pictures.</p> <p><b>EE.RI.6.5:</b> 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.)</p> <p><b>EE.RI.H.6.5:</b> The student can determine how the title of an informational text relates to its content.</p> <p><b>EE.RI.M.6.5:</b> The student can select a title that is appropriate for a short informational text when given choices. <b>EE.RI.L.6.5:</b> The student can identify the title of a short</p>
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			<ul style="list-style-type: none"> <li>• Make guesses, ask "what if" questions and generate testable hypotheses</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> <li>• Practice visible thinking strategies and techniques</li> </ul>	<p>informational text</p> <p><b>EE.RL.6.6:</b> Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.</p> <p><b>EE.RL.H.6.6:</b> The student can identify words/phrases in a narrative text that show what the narrator or speaker is thinking/feeling.</p> <p><b>EE.RL.M.6.6:</b> The student can identify what the narrator/speaker is feeling when specific clues are given in text or speech.</p> <p><b>EE.RLL.6.6:</b> The student can identify what the narrator/speaker of a short narrative text/speech said.</p> <p><b>EE.L.7.5.a:</b> Demonstrate understanding of word relationships and use: Identify the literal and nonliteral meanings of words in context. <b>EE.L.H.7.5.a:</b> 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. <b>EE.LM.7.5.a:</b> The student can identify the correct word (from commonly confused words) to use in a given context.</p> <p><b>EE.LL.7.5.a:</b> 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><b>EE.L.7.5.b:</b> Demonstrate understanding of word relationships and use: Demonstrate understanding of synonyms and antonyms.</p> <p><b>EE.LH.7.5.b:</b> The student can demonstrate understanding of words with the same or different meanings (synonyms and antonyms).</p> <p><b>EE.LM.7.5.b:</b> The student can identify a word with the opposite meaning as a target word that appears in text.</p> <p><b>EE.LL.7.5.b:</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><b>EE.L.7.4.a:</b> Demonstrate knowledge of word meanings: Use context to determine which word is missing from a text.</p> <p><b>EE.L.H.7.4.a:</b> The student can use context as a clue to guide selection of a word or words that best completes a sentence.</p> <p><b>EE.L.M.7.4.a:</b> The student can use context clues to determine the meaning of familiar words paired with pictures and/or objects.</p> <p><b>EE.L.L.7.4.a:</b> The student can use cues to recognize the meaning of familiar words when paired with pictures.</p> <p><b>EE.L.8.5.a:</b> Demonstrate understanding of word relationships and use: Demonstrate understanding of the use of multiple-meaning words.</p> <p><b>EE.L.H.8.5.a:</b> 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><b>EE.L.M.8.5.a:</b> The student can identify the meaning of a word when presented in the context of a sentence.</p> <p><b>EE.L.L.8.5.a:</b> The student can identify the meaning of a word or phrase used in context given choices of words paired with pictures/objects.</p> <p><b>EE.L.8.4.a:</b> Demonstrate knowledge of word meanings: Use context to determine which word is missing from a content-area text.</p> <p><b>EE.L.H.8.4.a:</b> 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><b>EE.L.M.8.4.a:</b> 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. <b>EELL8.4.a:</b> 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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<b>March</b>	<b>Understanding</b>	<b>Activities:</b>	<b>Communication</b>	Curriculum Objectives:

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	<p><b>the Reading World in Which We Live</b></p>	<ul style="list-style-type: none"> <li>-Reading Survival Skills</li> <li>-Catalogs and Mail Order</li> <li>-Ads and Coupons</li> <li>-Comprehension Collection</li> <li>-Comprehension 5 W's 4</li> <li>-Comprehension 5 W's 5</li> <li>-Comprehension 5 W's 3</li> <li>-Comprehension 5 W's 2</li> </ul> <p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>- Class discussion</li> <li>-quizzes</li> <li>-Hands on activities</li> <li>-Interactive games</li> <li>-Community field trips</li> <li>-Interactions with Community members</li> <li>-Quizzes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>-Reading for Life Assessment (End of Unit test)</li> </ul>	<p>I. Communication Skills</p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Read a variety of sources for information and for pleasure</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> </ul> <p style="text-align: center;"><b>Social</b></p> <p>II. Collaboration Skills</p> <ul style="list-style-type: none"> <li>• Make fair and equitable decisions</li> <li>• Listen actively to other perspectives and ideas</li> <li>• Negotiate effectively</li> <li>• Encourage others to</li> </ul>	<p><b>EE.RL.6.2:</b> Identify details in a text that are related to the theme or central idea.</p> <p><b>EE.RL.H.6.2:</b> The student can identify one or more details in narrative text that are related to the text's theme or main idea.</p> <p><b>EE.RL.M.6.2:</b> 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><b>EE.RL.L.6.2:</b> The student can identify the theme or main idea of a short narrative text.</p> <p><b>EE.RI.6.2:</b> Determine the main idea of a passage and details or facts related to it.</p> <p><b>EE.RI.H.6.2:</b> The student can identify one or more details in informational text that are related to the text's main idea.</p> <p><b>EE.RI.M.6.2:</b> 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"> <li>• Exercise leadership and take on a variety of roles within groups</li> </ul> <p><b>Self-Management</b></p> <p>III. Organization Skills</p> <ul style="list-style-type: none"> <li>• Use appropriate strategies for organizing complex information</li> </ul> <p>IV. Affective Skills</p> <ul style="list-style-type: none"> <li>• Self-motivation Practice analyzing and attributing causes for failure Practice managing self-talk Practice positive thinking</li> </ul> <p><b>Research</b></p> <p>VII. Media Literacy Skills</p>	<p>when the main idea is provided.</p> <p><b>EE.RI.L.6.2:</b> The student can identify the main idea of a short informational text.</p> <p><b>EE.RI.7.2:</b> Determine two or more central ideas in a text.</p> <p><b>EE.RI.H.7.2:</b> The student can identify one or more central ideas in an informational text. <b>EE.RI.M.7.2:</b> 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><b>EE.RI.L.7.2:</b> The student can identify the main idea of a short informational text.</p> <p><b>EE.RL.7.2:</b> Identify events in a text that are related to the theme or central idea.</p> <p><b>EE.RL.H.7.2:</b> 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><b>EE.RL.M.7.2:</b> 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"> <li>• Demonstrate awareness of media interpretations of events and ideas (including digital social media)</li> <li>• Make informed choices about personal viewing experiences</li> <li>• Understand the impact of media representations and modes of presentation</li> </ul> <p style="text-align: center;"><b>Thinking</b></p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> <li>• Recognize and evaluate propositions</li> <li>• Draw reasonable conclusions and generalizations</li> <li>• Test generalizations</li> </ul>	<p>narrative text (when the theme or main idea is provided).</p> <p><b>EE.RLL.7.2:</b> The student can identify the theme or main idea of a short narrative text.</p> <p><b>EE.RL.8.2:</b> Recount an event related to the theme or central idea, including details about character and setting.</p> <p><b>EE.RLH.8.2:</b> The student can relate details about events, characters, and/or settings to the theme or main idea of a narrative text. <b>EE.RLM.8.2:</b> The student can identify the theme or main idea of a short narrative text. <b>EE.RLL.8.2:</b> The student can identify the theme or main idea of a short narrative text.</p> <p><b>EE.RL.6.5:</b> Determine the structure of a text (e.g., story, poem, or drama).</p> <p><b>EE.RLH.6.5:</b> 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"> <li>• Make guesses, ask "what if" questions and generate testable hypotheses</li> <li>• Apply existing knowledge to generate new ideas, products or processes</li> </ul> <p>X. Transfer Skills</p> <ul style="list-style-type: none"> <li>• Use effective learning strategies in subject groups and disciplines</li> <li>• Apply skills and knowledge in unfamiliar situations</li> <li>• Inquire in different contexts to gain a different perspective</li> </ul>	<p>organized/structured (e.g., beginning/middle/end, scenes/acts, stanzas, etc.).</p> <p><b>EE.RLM.6.5:</b> The student can identify a variety of narrative text genres (story, poem, and drama).</p> <p><b>EE.RLL.6.5:</b> The student can differentiate between two types of narrative text genres.</p>
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<b>April May June</b>	<b>Reading in the For Life</b>	<b>Activities:</b> -Success at Work -Co-operative games -Comprehension	<b>Communication</b> I. Communication Skills • Find information for	<b>Curriculum Objectives:</b> <b>EE.RI.6.1:</b> 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><b>Formative:</b>          -Co-operative games          -Hands on Activities          -Class discussions          -Community Interactions/trips          - Quizzes</p> <p><b>Summative:</b></p>	<p>disciplinary and interdisciplinary inquiries, using a variety of media</p> <ul style="list-style-type: none"> <li>• Organize and depict information logically</li> <li>• Structure information in summaries, essays and reports</li> </ul> <p><b>Self-management</b>          III. Organization Skills</p> <ul style="list-style-type: none"> <li>• Set goals that are challenging and realistic</li> <li>• Plan strategies and take action to achieve personal and academic goals</li> <li>• Bring necessary equipment and supplies to class</li> </ul> <p><b>Research</b>          VI. Information Literacy Skills</p>	<p>inferences should be drawn.</p> <p><b>EE.RI.H.6.1:</b> The student can use details and clues from informational text to answer questions and make simple inferences</p> <p><b>EE.RI.M.6.1:</b> The student can use details and clues to answer basic questions about informational text.</p> <p><b>EE.RI.L.6.1:</b> The student can answer simple who, what, where, or when questions about short informational texts.</p> <p><b>EE.RI.6.1:</b> Determine what a text says explicitly as well as what simple inferences must be drawn.</p> <p><b>EE.RL.H.6.1:</b> The student can answer questions about narrative text using explicit details and clues to make simple inferences.</p> <p><b>EE.RL.M.6.1:</b> 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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		<ul style="list-style-type: none"> <li>-Fill out Job application</li> <li>-Send a letter</li> <li>-Life Skills Assessment</li> <li>-Survival Signs Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Identify primary and secondary sources</li> <li>• Use critical-literacy skills to analyze and interpret media communications</li> </ul> <p>Thinking</p> <p>VIII. Critical-thinking Skills</p> <ul style="list-style-type: none"> <li>• Evaluate evidence and arguments</li> <li>• Recognize and evaluate propositions</li> <li>• Draw reasonable conclusions and generalizations</li> </ul> <p>IX. Creative-thinking skills</p> <ul style="list-style-type: none"> <li>• Use brainstorming and visual diagrams to generate new ideas and inquiries</li> <li>• Consider multiple</li> </ul>	<p>setting, story sequence, etc.). <b>EE.RLL.6.1:</b> The student can use details (pictures) to answer concrete who, what, where, or when questions about short narrative text.</p> <p><b>EE.RI.6.3:</b> Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.</p> <p><b>EE.RI.H.6.3:</b> The student can identify a detail that elaborates (gives information) about an individual, event, or idea presented in an informational text.</p> <p><b>EE.RI.M.6.3:</b> The student can identify one detail about an individual, event, or idea described in short informational text. <b>EE.RI.L.6.3:</b> The student can match a detail with a person or event described in short informational text.</p> <p><b>EE.SL.6.3:</b> Identify the reasons and evidence supporting the claims made by the speaker.</p> <p><b>EE.SL.H.6.3:</b> 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"> <li>• Create original works and ideas; use existing works and ideas in new ways</li> <li>• Practice flexible thinking—develop multiple opposing, contradictory and complementary arguments</li> </ul> <p>X. Transfer Skills</p> <ul style="list-style-type: none"> <li>• Make connections between subject groups and disciplines</li> <li>• Combine knowledge, understanding and skills to create products or solutions</li> </ul>	<p>identify one reason or piece of evidence that supports a point/claim made by a speaker (orally or through other media).</p> <p><b>EE.SLM.6.3:</b> The student can identify a speaker's point/claim when given choices. <b>EE.SLL.6.3:</b> The student can select one or more details from information presented orally or through other media.</p> <p><b>EE.RI.7.1:</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p><b>EE.RI.H.7.1:</b> The student can use details and clues from informational text to answer questions and make inferences.</p> <p><b>EE.RI.M.7.1:</b> The student can use concrete details to answer simple questions and make predictions about a short informational text. <b>EE.RI.L.7.1:</b> 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><b>EE.RL.7.1:</b> Analyze text to identify where information is explicitly stated and where inferences must be drawn.</p> <p><b>EE.RL.H.7.1:</b> The student can answer questions about narrative text using explicit details and clues to make inferences. <b>EE.RLM.7.1:</b> The student can use concrete details to answer simple questions and make predictions about short narrative text. <b>EE.RLL.7.1:</b> The student can use concrete details to answer simple who, what, where, or when questions about short narrative text.</p> <p><b>EE.W.7.2.b:</b> Write to share information supported by details: Provide facts, details, or other information related to the topic. <b>EE.W.H.7.2.b:</b> The student can identify/list/organize facts, details, or other</p>
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				<p>pieces of information to support a topic. <b>EE.W.M.7.2.b:</b> The student can select facts, details, or other pieces of information that relate to a given topic.</p> <p><b>EE.W.L.7.2.b:</b> The student can select a fact, detail, or other piece of information that relates to a given topic.</p> <p><b>EE.SL.7.3:</b> Determine whether the claims made by a speaker are fact or opinion. <b>EE.SL.H.7.3:</b> The student can determine whether the information provided by a speaker is based on fact or opinion.</p> <p><b>EE.SLM.7.3:</b> The student can distinguish whether a piece of information shared by a speaker is a fact.</p> <p><b>EE.SLL.7.3:</b> The student can select one or more details from information presented orally or through other media.</p> <p><b>EE.RI.8.1:</b> Cite text to support inferences from informational text.</p> <p><b>EE.RI.H.8.1:</b> 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><b>EE.RI.M.8.1:</b> The student can use concrete details to answer simple questions and make predictions about short informational text.</p> <p><b>EE.RI.L.8.1:</b> The student can use concrete details to answer simple who, what, where, or when questions about short informational text.</p> <p><b>EE.RL.8.1:</b> Cite text to support inferences from stories and poems.</p> <p><b>EE.RL.H.8.1:</b> The student can answer questions about narrative text using explicit details, and/or identify specific details that support an inference.</p> <p><b>EE.RLM.8.1:</b> The student can use details from narrative text to answer simple questions and make predictions.</p> <p><b>EE.RLL.8.1:</b> 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><b>EE.RI.8.2:</b> Provide a summary of a familiar informational text.</p> <p><b>EE.RI.H.8.2:</b> The student can identify a sentence/statement that accurately summarizes a short informational text.</p> <p><b>EE.RI.M.8.2:</b> The student can identify the main idea of a short informational text.</p> <p><b>EE.RI.L.8.2:</b> The student can identify the main idea of a short informational text.</p> <p><b>EE.W.8.3.a:</b> Write about events</p> <p><b>EE.W.H.8.3.a:</b> The student can</p> <p><b>EE.W.L.8.3.a:</b> The student can or personal experiences: Write a write/draw/dictate about a</p> <p><b>EE.W.M.8.3.a:</b> 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><b>EE.SL.8.3:</b> Determine the argument made by the speaker on a topic.</p> <p><b>EE.SL.H.8.3:</b> The student can identify an argument made by a speaker and one point that supports it.</p> <p><b>EE.SLM.8.3:</b> The student can identify one point that supports a speaker's argument (when the argument is provided).</p> <p><b>EE.SLL.8.3:</b> The student can select one or more details from information presented orally or through other media.</p>
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