

Curriculum Matrix for *Jacob Have I Loved*

The Curriculum Matrix illustrates the instructional design for this unit's standards. Standards may be classified as Taught and Assessed, Reviewed and Assessed, or Reinforced. **Note:** Complete wording for the standards can be found at the end of the matrices.

Key: D=Diagnostically Assessed F=Formatively Assessed S=Summatively Assessed T=Taught P=Practiced M=Modeled R=Reviewed/Reinforced																					
Taught and Assessed																					
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
LA.D.2.3.5	D		T M	F R	F R	R	R	R							R	S					
LA.E.1.3.2	D	F T P M	F P M R	F P R	F T P	F T P	F T P	F P	F P	F P	F P R	F P	F P	F P	R	S	R	P R	P R	P R	S
LA.E.1.3.3	D	F T P	F T P R	F T P M R	T R	F P R	F T P R	F P R	F P R		F P R	F P M R			R						S
LA.E.2.3.2	D			T		F P							F P	F P		S					
LA.E.2.3.3	D		F T P	R					F P R						R	S					

Reviewed and Assessed																					
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
LA.B.1.3.1																	P R	P R	P R	P R	S
LA.B.1.3.2																	P R	P R	P R	P R	S
LA.B.1.3.3																	P R	P R	P R	P R	S

Florida Process Standards (Goal 3) Addressed

Information Managers, Effective Communicators

Florida Sunshine State Standards and Florida Process Standards (Goal 3)

Taught and Assessed

LA.D.2.3.5

The student incorporates audiovisual aids in presentations.

LA.E.1.3.2

The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.

LA.E.1.3.3

The student understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

LA.E.2.3.2

The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.

LA.E.2.3.3

The student knows that a literary text may elicit a wide variety of valid responses.

Reviewed and Assessed

LA.B.1.3.1

The student organizes information before writing according to the type and purpose of writing.

LA.B.1.3.2

The student drafts and revises writing that -is focused, purposeful, reflects insight into the writing situation;-conveys a sense of completeness and wholeness with adherence to the main idea;-has an organizational pattern that provide 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 and purposefully; and has few, if any, convention errors in mechanics, usage, and punctuation.

LA.B.1.3.3

The student produces final documents that have been edited for-correct spelling;-correct punctuation, including commas, colons, and semicolons;-correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms, and with a variety of sentence structures, including parallel structure; and-correct formatting.

Florida Process Standards (Goal 3)

Information Managers

Florida students communicate in English and other languages using information, concepts, prose, symbols, reports, audio and video recordings, speeches, graphic displays, and computer-based programs.

Effective Communicators

Florida students locate, comprehend, interpret, evaluate, maintain, and apply information, concepts, and ideas found in literature, the arts, symbols, recordings, video and other graphic displays, and computer files in order to perform tasks and/or for enjoyment.