

**Sunshine State Standards Grade Level Expectations
Language Arts**

Correlated to

**Focus on Reading Strategies
Perfection Learning**

Grade 6

Grade Level Expectations Grades 6 – 8	Focus on Reading Strategies Student Book Pages
<p>Strand A: Reading</p> <p>Standard 1: The student uses the reading process effectively.</p> <p>Benchmark LA.A.1.3.1: The student 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>The student:</p> <ol style="list-style-type: none"> 1. predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses. 2. uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features). 3. makes predictions about purpose and organization using background knowledge and text structure knowledge. 4. reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps). 	<p>6-10, 15-20, 25-31, 36-40, 45-47, 52-54, 59-63, 69-75, 80-83, 88-92, 97-103, 108-109, 114-120, 125-131</p>
<p>Benchmark LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. uses context and word structure clues to interpret words and ideas in text. 2. makes inferences and generalizations about what is read. 3. uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts. 	<p>11, 21, 41, 93, 104 (Teacher Guide, page 14)</p> <p>69-79, 80-87</p> <p>13, 23, 34, 43, 57, 65, 78, 86, 106, 112 (Teacher Guide, pages 13, 16, 19-21)</p>

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<p>Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. identifies word parts such as prefixes, suffixes, and root words. 3. selects appropriate meaning for a word according to context. 	<p>84 (Teacher Guide, page18)</p> <p>11, 21, 41, 93, 104 (Teacher Guide, page14)</p>
<p>Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently. 2. restates text by note making or summarizing. 4. uses a graphic organizer to clarify meaning of text. 	<p>7-10, 17-20, 27-31, 38-40, 47, 53-54, 61-63, 71-75, 82-83, 90-92, 98-103, 109, 116-120, 127-131</p> <p>25-34, 36-43 (Teacher Guide, pages 13, 16)</p> <p>13, 23, 34, 43, 57, 65, 78, 86, 106, 112 (Teacher Guide, pages 13, 16, 19-21)</p>
<p>Standard 2: The student constructs meaning from a wide range of texts.</p> <p>Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</p> <p>The student:</p> <ol style="list-style-type: none"> 1. determines a text's major ideas and how those ideas are supported with details. 2. draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations). 3. paraphrases and summarizes text to recall, inform, or organize ideas. 	<p>6-16, 17-24 (Teacher Guide, page 13)</p> <p>69-79, 80-87</p> <p>25-35, 36-44 (Teacher Guide, pages 13, 16)</p>
<p>Benchmark LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.</p>	

<p>The student:</p> <p>2. states the author’s purpose and relates it to specific details from the text.</p>	<p>108-113, 114-124 (Teacher Guide, page 21)</p>
<p>Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.</p> <p>The student:</p> <p>1. recognizes persuasive techniques in text.</p>	<p>45-51, 52-58</p>

<p>Strand B: Writing</p> <p>Standard 1: The student uses writing processes effectively.</p> <p>The student:</p> <p>Benchmark LA.B.1.3.2: The student drafts and revises writing that</p> <ul style="list-style-type: none"> • 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, punctuation. <p>1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</p> <p>2. uses an appropriate organizational pattern having a beginning, middle, end and transitional devices.</p> <p>3. demonstrates a commitment to and an involvement with the subject that engages the reader.</p> <p>4. demonstrates a command of the language including precise word choice and use of appropriate figurative language.</p>	<p>14, 23, 43, 51, 58, 66, 79, 87, 96, 107, 123, 134</p>
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<p>5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).</p>	
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<p>Standard 2: The student writes to communicate ideas and information effectively.</p> <p>The student:</p> <p>Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</p> <p>1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).</p>	<p>14, 23, 43, 51, 58, 66, 79, 87, 96, 107, 12, 134</p>
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<p>Strand C: Listening, Viewing, and Speaking</p> <p>Benchmark LA.C.2.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</p> <p>The student:</p> <p>1. stays alert while listening.</p> <p>2. makes eye contact while listening.</p> <p>3. demonstrates appropriate body language while listening.</p> <p>5. summarizes main points and supporting details orally and in writing.</p>	<p>67, 135 (Teacher Guide, pages 11-12)</p>
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<p>Strand D: Language</p> <p>Standard 2: The student understands the power of language.</p> <p>Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs.</p> <p>The student:</p> <p>1. uses words and images that best express intended messages.</p>	<p>14, 23, 43, 51, 58, 66, 79, 87, 96, 107, 123, 134</p>
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<p>Strand E: Literature</p> <p>Standard: The student understands the common features of a variety of literary forms.</p>	
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<p>Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.</p>	<p>108-124 (Teacher Guide, page 21)</p>
<p>Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</p> <p>The student:</p> <p>2. explains character development in a literary text.</p>	<p>88-107</p>
<p>Benchmark LA.E.1.3.5: The student identifies common themes in literature.</p> <p>The student:</p> <p>1. knows common recurring themes in literature.</p>	<p>108-124 (Teacher Guide, page 21)</p>
<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</p> <p>Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.</p> <p>The student:</p> <p>1. knows the motives for a character's actions.</p> <p>2. knows the events in the plot related to the central conflict.</p>	<p>88-97 (Teacher Guide, page 20)</p> <p>6-24 (Teacher Guide, pages 13, 16)</p>
<p>Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds.</p> <p>The student:</p> <p>1. reads literature by authors from various cultural and historical backgrounds.</p>	<p>Table of Contents</p>
<p>Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.</p> <p>The student:</p> <p>1. gains a better understanding of self through the reading of literature.</p>	<p>7-10, 17-20, 27-31, 38-40, 47, 53-54, 61-63, 71-75, 82-83, 90-92, 98-103, 109, 116-120, 127-131</p>