

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

Correlated to

**Focus on Reading Strategies  
Perfection Learning Corporation**

**Grade 8**

Grade Level Expectations Reading	Focus on Reading Strategies Student Book Pages
<p><b>Strand A: Reading</b></p> <p><b>Standard 1: The student uses the reading process effectively.</b></p> <p><b>Benchmark LA.A.1.3.1:</b> 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"> <li>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.</li> <li>2. uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).</li> <li>3. makes predictions about purpose and organization using background knowledge and text structure knowledge.</li> <li>4. reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).</li> </ol>	<p>7, 15-16, 23, 47, 59, 69, 70, 88, 97-98, 107-108, 123, 132, 142-143</p>
<p><b>Benchmark LA.A.1.3.2:</b> 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"> <li>1. uses context and word structure clues to interpret words and ideas in text.</li> <li>2. makes inferences and generalizations about what is read.</li> <li>3. uses strategies such as graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.</li> </ol>	<p>11, 42-43, 64-65, 93, 103, 1170119, 136-137</p> <p>105</p> <p>13, 18, 30-31, 45, 57, 67, 77, 85, 95, 105, 129, 139, 149</p>

<p><b>Benchmark LA.A.1.3.3:</b> 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"> <li>1. identifies word parts such as prefixes, suffixes, and root words.</li> <li>3. selects appropriate meaning for a word according to context.</li> </ol>	<p>117-119, 136-137</p> <p>55, 83, 93, 103, 127</p>
<p><b>Benchmark LA.A.1.3.4:</b> 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"> <li>1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.</li> <li>2. restates text by note making or summarizing.</li> <li>4. uses a graphic organizer to clarify meaning of text.</li> </ol>	<p>6-10, 15-17, 22-27, 33-41, 47-54, 59-63, 69-75, 79-82, 87-92, 97-102, 107-116, 123-126, 131-135, 141-147</p> <p>13, 21, 32, 40, 51, 61, 70, 86, 97, 116, 127, 138, 149 (Teacher Guide, pages 13-21)</p> <p>13, 21, 32, 40, 51, 61, 70, 86, 97, 116, 127, 138, 149 (Teacher Guide, pages 13-21)</p>
<p><b>Standard 2: The student constructs meaning from a wide range of texts.</b></p> <p><b>Benchmark LA.A.2.3.1:</b> 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"> <li>1. determines a text's major ideas and how those ideas are supported with details.</li> <li>2. draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).</li> <li>3. paraphrases and summarizes text to recall, inform, or organize ideas.</li> </ol>	<p>23-41</p> <p>22, 33, 41, 71, 87, 117, 128, 150</p> <p>47-68</p>

<p><b>Benchmark LA.A.2.3.2:</b> 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>6-21</p>
<p><b>Benchmark LA.A.2.3.3:</b> The student recognizes logical, ethical, and emotional appeals in texts.</p> <p>The student:</p> <p>1. recognizes persuasive techniques in text.</p>	<p>6-21</p>

<p><b>Strand B: Writing</b></p> <p><b>Standard 1: The student uses writing processes effectively.</b></p> <p>The student:</p> <p><b>Benchmark LA.B.1.3.2:</b> The student drafts and revises writing that</p> <ul style="list-style-type: none"> <li>• is focused, purposeful, and reflects insight into the writing situation;</li> <li>• conveys a sense of completeness and wholeness with adherence to the main idea;</li> <li>• has an organizational pattern that provides for a logical progression of ideas;</li> <li>• has support that is substantial, specific, relevant, concrete, and/or illustrative;</li> <li>• demonstrates a commitment to and an involvement with the subject;</li> <li>• has clarity in presentation of ideas;</li> <li>• uses creative writing strategies appropriate to the purpose of the paper;</li> <li>• demonstrates a command of language (word choice) with freshness of expression;</li> <li>• has varied sentence structure and sentences that are complete except when fragments are used purposefully; and</li> <li>• has few, if any, convention errors in mechanics, usage, punctuation.</li> </ul> <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</p>	<p>14, 23, 41, 54, 62, 71, 87, 98, 106, 117, 128, 139, 150</p>
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<p>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>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><b>Standard 2: The student writes to communicate ideas and information effectively.</b></p> <p>The student:</p> <p><b>Benchmark LA.B.2.3.3:</b> 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, 33, 41, 52, 62, 71, 87, 128, 139</p>
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<p><b>Strand C: Listening, Viewing, and Speaking</b></p> <p><b>Benchmark LA.C.2.3.4:</b> The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</p> <p>The student:</p> <ol style="list-style-type: none"> <li>1. stays alert while listening.</li> <li>2. makes eye contact while listening.</li> <li>3. demonstrates appropriate body language while listening.</li> <li>5. summarizes main points and supporting details orally and in writing.</li> </ol>	<p>72-151 (Teacher Guide, pages 11-12)</p>
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<p><b>Strand E: Literature</b></p> <p><b>Standard: The student understands the common features of a variety of literary forms.</b></p> <p><b>Benchmark LA.E.1.3.1:</b> The student Identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.</p>	<p>99-102</p>
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<p><b>Benchmark LA.E.1.3.2:</b> 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>118-150</p>
<p><b>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</b></p> <p><b>Benchmark LA.E.2.3.1:</b> 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>118-150</p> <p>23-41, 74-98</p>
<p><b>Benchmark LA.E.2.3.4:</b> 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>15-23, 99-102, 129-150</p>
<p><b>Benchmark LA.E.2.3.6:</b> 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>23-29, 64-71</p>