

**CORRELATION  
FLORIDA DEPARTMENT OF EDUCATION  
SUNSHINE STATE STANDARDS**

**SUBJECT:** Reading

**CATEGORY:** 6-12 Comprehensive Intervention Reading Program

**CATEGORY CODE NUMBER:** RCI000

**SUBMISSION TITLE:** Enter Title of Submission Here

**PUBLISHER:** Enter Publishing Company Here

**GRADE(S):** Enter Intended Grades for Submission

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M
<b>Grade 6: Reading Process</b>			
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.6.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.6.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.6.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.6.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.6.1.6.4	categorize key vocabulary and identify salient features;		
LA.6.1.6.5	relate new vocabulary to familiar words;		
LA.6.1.6.6	distinguish denotative and connotative meanings of words;		
LA.6.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.6.1.6.8	identify advanced word/phrase relationships and their meanings;		
LA.6.1.6.9	determine the correct meaning of words with multiple meanings in context;		

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LA.6.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.6.1.6.11	identify the meaning of words and phrases derived from Greek and Latin mythology (e.g., mercurial, Achilles' heel) and identify frequently used words from other languages (e.g., laissez faire, croissant).		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.6.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.6.1.7.2	analyze the author's purpose (e.g., to persuade, inform, entertain, or explain) and perspective in a variety of texts and understand how they effect meaning;		
LA.6.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.6.1.7.4	identify cause-and-effect relationships in text;		

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LA.6.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		
LA.6.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		
LA.6.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and		
LA.6.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

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<b>Grade 7: Reading Process</b>			
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.7.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student develops grade appropriate vocabulary.		
The student will:			
LA.7.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.7.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.7.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.7.1.6.4	categorize key vocabulary and identify salient features;		
LA.7.1.6.5	relate new vocabulary to familiar words;		
LA.7.1.6.6	distinguish denotative and connotative meanings of words;		
LA.7.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.7.1.6.8	identify advanced word/phrase relationships and their meanings;		
LA.7.1.6.9	determine the correct meaning of words with multiple meanings in context;		

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LA.7.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.7.1.6.11	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.7.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.7.1.7.2	analyze the author's purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they effect meaning;		
LA.7.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.7.1.7.4	identify cause-and-effect relationships in text;		
LA.7.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		

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LA.7.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		
LA.7.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.7.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

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<b>Grade 8: Reading Process</b>			
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.8.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.8.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.8.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.8.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.8.1.6.4	categorize key vocabulary and identify salient features;		
LA.8.1.6.5	relate new vocabulary to familiar words;		
LA.8.1.6.6	distinguish denotative and connotative meanings of words;		
LA.8.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.8.1.6.8	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology;		
LA.8.1.6.9	identify advanced word/phrase relationships and their meanings;		
LA.8.1.6.10	determine the correct meaning of words with multiple meanings in context; and		

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LA.8.1.6.11	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.8.1.7.1	use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.8.1.7.2	analyze the author's purpose and/or perspective in a variety of texts and understand how they effect meaning;		
LA.8.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.8.1.7.4	identify cause-and-effect relationships in text;		
LA.8.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		
LA.8.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		

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LA.8.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and		
LA.8.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

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<b>Grades 9–10: Reading Process</b>			
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.910.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.910.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.910.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.910.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.910.1.6.4	categorize key vocabulary and identify salient features;		
LA.910.1.6.5	relate new vocabulary to familiar words;		
LA.910.1.6.6	distinguish denotative and connotative meanings of words;		
LA.910.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.910.1.6.8	identify advanced word/phrase relationships and their meanings;		
LA.910.1.6.9	determine the correct meaning of words with multiple meanings in context;		

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LA.910.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.910.1.6.11	identify the meaning of words and phrases from other languages commonly used by writers of English (e.g., ad hoc, post facto, RSVP).		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.910.1.7.1	use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.910.1.7.2	analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning;		
LA.910.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;		
LA.910.1.7.4	identify cause-and-effect relationships in text;		
LA.910.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		

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LA.910.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		
LA.910.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and		
LA.910.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		

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<b>Grades 11–12: Reading Process</b>			
<b>Fluency</b>	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
LA.1112.1.5.1	The student will adjust reading rate based on purpose, text difficulty, form, and style.		
<b>Vocabulary Development</b>	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.1112.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.1112.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.1112.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.1112.1.6.4	categorize key vocabulary and identify salient features;		
LA.1112.1.6.5	relate new vocabulary to familiar words;		
LA.1112.1.6.6	distinguish denotative and connotative meanings of words;		
LA.1112.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;		
LA.1112.1.6.8	identify the meaning of unfamiliar terms in political science and medicine derived from Greek and Latin words (e.g., oligarchy, homeopathic);		
LA.1112.1.6.9	identify advanced word/phrase relationships and their meanings;		

LA.1112.1.6.10	determine the correct meaning of words with multiple meanings in context; and		
LA.1112.1.6.11	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools.		
<b>Reading Comprehension</b>	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.1112.1.7.1	use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;		
LA.1112.1.7.2	analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning;		
LA.1112.1.7.3	determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details and facts;		
LA.1112.1.7.4	identify cause-and-effect relationships in text;		
LA.1112.1.7.5	analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text;		
LA.1112.1.7.6	analyze and evaluate similar themes or topics by different authors across a variety of fiction and non-fiction selections;		
LA.1112.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, and problems); and		
LA.1112.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.		