

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

SUBJECT: Reading

CATEGORY: K-12 Supplemental Intervention Program

CATEGORY CODE NUMBER: RSI0001

SUBMISSION TITLE: Enter Title of Submission Here

PUBLISHER: Enter Publishing Company Here

GRADE(S): Indicate Intended Grades for Submission

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Kindergarten: Reading Process			
Concepts of Print	Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
The student will:			
LA.K.1.1.1	locate a printed word on a page;		
LA.K.1.1.2	distinguish letters from words;		
LA.K.1.1.3	identify the separate sounds in a spoken sentence;		
LA.K.1.1.4	match print to speech;		
LA.K.1.1.5	identify parts of a book (e.g., front cover, back cover, title page);		
LA.K.1.1.6	move top to bottom and left to right on the printed page; and		
LA.K.1.1.7	name all upper and lower case letters of the alphabet.		
Phonological Awareness	Standard: The student demonstrates phonological awareness.		
The student will:			
LA.K.1.2.1	auditorily segment sentences into the correct number of words;		
LA.K.1.2.2	identify, blend, and segment syllables in words;		
LA.K.1.2.3	recognize and produce words that rhyme; and		
LA.K.1.2.4	identify, blend, and segment onset and rime.		
Phonemic Awareness	Standard: The student demonstrates phonemic awareness.		
The student will:			

* **Indepth**/Mentioned

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LA.K.1.3.1	identify initial, final, and medial phonemes (sounds) in consonant/vowel/consonant (CVC) words (e.g., "sat");		
LA.K1.3.2	blend and segment individual phonemes in simple, one-syllable words; and		
LA.K.1.3.3	manipulate individual phonemes in CVC words through addition, deletion, and substitution.		
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.K.1.4.1	recognize and recall the one to one correspondence between most letters and sounds; and		
LA.K.1.4.2	decode simple words in isolation and in context.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.K.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.K.1.6.2	listen to and discuss both familiar and conceptually challenging text;		
LA.K.1.6.3	describe common objects and events in both general and specific language;		
LA.K.1.6.4	identify and sort common words into basic categories (e.g., colors, shapes, food);		

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LA.K.1.6.5	use language correctly to express spatial and temporal relationships (e.g., up/down, before/after); and		
LA.K.1.6.6	relate new vocabulary to prior knowledge.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.K.1.7.1	make predictions about text content using pictures, background knowledge, and text features (e.g., title, sub-heading, captions, illustrations);		
LA.K.1.7.2	use background knowledge, supporting details from text, or another source to determine whether a reading selection is fact or fiction;		
LA.K.1.7.3	retell the main idea or essential message, identifying supporting details (e.g., who, what, when, where, why, how), and arranging events in sequence; and		
LA.K.1.7.4	identify the author's purpose as stated in the text.		

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CATEGORY CODE NUMBER: RS10001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 1: Reading Process			
Concepts of Print	Standard: The student demonstrates knowledge of the concept of print and how it is organized and read.		
The student will:			
LA.1.1.1.1	locate the title, table of contents, names of author and illustrator, glossary, and index; and		
LA.1.1.1.2	distinguish informational text (e.g., store sign, stop sign, recipe) from entertaining text (e.g., song, poem).		
Phonemic Awareness	Standard: The student demonstrates phonemic awareness.		
The student will:			
LA.1.1.3.1	identify individual phonemes (sounds) in words (e.g., CCVC, CVCC, CCCVC);		
LA.1.1.3.2	blend three to five phonemes to form words;		
LA.1.1.3.3	segment single syllable words into individual phonemes; and		
LA.1.1.3.4	manipulate individual phonemes to create new words through addition, deletion, and substitution.		
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.1.1.4.1	generate sounds from all letters and spelling patterns (e.g., consonant blends, long and short vowel patterns) and blends those sounds into words;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.1.1.4.2	identify the sounds of vowels and consonant digraphs in printed words;		
LA.1.1.4.3	decode words with r-controlled letter-sound associations;		
LA.1.1.4.4	decode words from common word families;		
LA.1.1.4.5	recognize high frequency words;		
LA.1.1.4.6	identify common, irregular words, compound words, and contractions;		
LA.1.1.4.7	decode base words and inflectional endings; and		
LA.1.1.4.8	use self-correction when subsequent reading indicates an earlier misreading.		
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.1.1.5.1	apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.1.1.5.2	recognize high frequency and familiar words in isolation and in context; and		
LA.1.1.5.3	adjust reading rate based on purpose, text difficulty, form, and style.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.1.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.1.1.6.2	listen to, read, and discuss both familiar and conceptually challenging text;		
LA.1.1.6.3	use context clues;		

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LA.1.1.6.4	categorize key vocabulary and identify salient features;		
LA.1.1.6.5	relate new vocabulary to prior knowledge;		
LA.1.1.6.6	identify and sort common words into conceptual categories;		
LA.1.1.6.7	identify common antonyms and synonyms;		
LA.1.1.6.8	use meaning of individual words to predict meaning of unknown compound words;		
LA.1.1.6.9	determine the correct meaning of words with multiple meanings (e.g., mine) in context; and		
LA.1.1.6.10	determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.1.1.7.1	identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make predictions, and establish a purpose for reading;		
LA.1.1.7.2	use background knowledge and supporting details from text to verify the accuracy of information presented in read selections;		
LA.1.1.7.3	retell the main idea or essential message;		
LA.1.1.7.4	identify supporting details;		
LA.1.1.7.5	distinguish fact from fiction and cause from effect;		
LA.1.1.7.6	arrange events in sequence;		
LA.1.1.7.7	identify the text structures an author uses (e.g., comparison/contrast, cause/effect, and sequence of events).		

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LA.1.1.7.8	identify the author's purpose in text and ask clarifying questions (e.g., why, how) if meaning is unclear; and		
LA.1.1.7.9	self monitor comprehension and reread when necessary.		

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Grade 2: Reading Process			
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.2.1.4.1	use knowledge of spelling patterns (e.g., vowel diphthongs, difficult word families);		
LA.2.1.4.2	apply knowledge of spelling patterns to identify syllables;		
LA.2.1.4.3	decode phonetically regular one-syllable and multi-syllable words in isolation and in context;		
LA.2.1.4.4	identify irregularly spelled words (e.g., laugh) and words with special vowel spellings (e.g., bread);		
LA.2.1.4.5	recognize high frequency words;		
LA.2.1.4.6	recognize common abbreviations;		
LA.2.1.4.7	recognize and correctly use regular and irregular plurals; and		
LA.2.1.4.8	use self-correction when subsequent reading indicates an earlier misreading.		
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.2.1.5.1	apply letter-sound knowledge to decode phonetically regular words quickly and accurately in isolation and in context;		
LA.2.1.5.2	identify high frequency phonetically irregular words in context; and		

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LA.2.1.5.3	adjust reading rate based on purpose, text difficulty, form, and style.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.2.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.2.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.2.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.2.1.6.4	categorize key vocabulary and identify salient features;		
LA.2.1.6.5	relate new vocabulary to familiar words;		
LA.2.1.6.6	identify base (root) words and common prefixes to determine the meanings of prefixed words;		
LA.2.1.6.7	identify antonyms, synonyms, and homophones;		
LA.2.1.6.8	determine the correct meaning of words with multiple meanings (e.g., mine) in context; and		
LA.2.1.6.9	determine meanings of unfamiliar words by using a dictionary and digital tools.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.2.1.7.1	identify a text's features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		

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LA.2.1.7.2	determines the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear;		
LA.2.1.7.3	summarize information in text, including but not limited to main idea, supporting details, and connections between texts;		
LA.2.1.7.4	identify cause-and-effect relationships in text;		
LA.2.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.2.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.2.1.7.7	compare and contrast characters and settings in one text; and		
LA.2.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 3: Reading Process			
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.3.1.4.1	use knowledge of the pronunciation of root words and other morphemes (e.g., prefixes, suffixes, derivational endings) to decode words;		
LA.3.1.4.2	use knowledge of the pronunciation of complex word families (e.g., -ieve, -ield) to decode words in these families;		
LA.3.1.4.3	decode multi-syllabic words in isolation and in context; and		
LA.3.1.4.4	use self-correction when subsequent reading indicates an earlier misreading.		
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.3.1.5.1	apply letter-sound knowledge to decode unknown words quickly and accurately in context; and		

LA.3.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.3.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.3.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.3.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.3.1.6.4	categorize key vocabulary and identify salient features;		
LA.3.1.6.5	relate new vocabulary to familiar words;		
LA.3.1.6.6	identify “shades of meaning” in related words (e.g., blaring, loud);		
LA.3.1.6.7	use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;		
LA.3.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.3.1.6.9	determine the correct meaning of words with multiple meanings in context; and		
LA.3.1.6.10	determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.3.1.7.1	identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading;		
LA.3.1.7.2	identify the author’s purpose (e.g., to inform, entertain, or explain) in text and how an author's perspective influences text;		

LA.3.1.7.3	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, strongly implied message and inference, and chronological order of events;		
LA.3.1.7.4	identify cause-and-effect relationships in text;		
LA.3.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, and sequence of events) and explain how it impacts meaning in text;		
LA.3.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.3.1.7.7	compare and contrast topics, settings, characters, and problems in two texts; and		
LA.3.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		

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Grade 4: Reading Process			
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.4.1.4.1	recognize knowledge of spelling patterns;		
LA.4.1.4.2	use structural analysis; and		
LA.4.1.4.3	use language structure to read multi-syllabic words in text.		
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.4.1.5.1	demonstrate the ability to read grade level text; and		
LA.4.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.4.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.4.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		

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LA.4.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.4.1.6.4	categorize key vocabulary and identify salient features;		
LA.4.1.6.5	relate new vocabulary to familiar words;		
LA.4.1.6.6	identify “shades of meaning” in related words (e.g., blaring, loud);		
LA.4.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;		
LA.4.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.4.1.6.9	determine the correct meaning of words with multiple meanings in context; and		
LA.4.1.6.10	determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.4.1.7.1	identify the purpose of text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps);		

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LA.4.1.7.2	identify the author's purpose (e.g., to inform, entertain, explain) in text and how an author's perspective influences text;		
LA.4.1.7.3	determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing;		
LA.4.1.7.4	identify cause-and-effect relationships in text;		
LA.4.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;		
LA.4.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.4.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.4.1.7.8	use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, summarizing, questioning, and clarifying by checking other sources.		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 5: Reading Process			
Phonics/Word Analysis	Standard: The student demonstrates knowledge of the alphabetic principle and applies grade level phonics skills to read text.		
The student will:			
LA.5.1.4.1	understand spelling patterns;		
LA.5.1.4.2	recognize structural analysis; and		
LA.5.1.4.3	use language structure to read multi-syllabic words in text.		
Fluency	Standard: The student demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression.		
The student will:			
LA.5.1.5.1	demonstrate the ability to read grade level text; and		
LA.5.1.5.2	adjust reading rate based on purpose, text difficulty, form, and style.		
Vocabulary Development	Standard: The student uses multiple strategies to develop grade appropriate vocabulary.		
The student will:			
LA.5.1.6.1	use new vocabulary that is introduced and taught directly;		
LA.5.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;		
LA.5.1.6.3	use context clues to determine meanings of unfamiliar words;		
LA.5.1.6.4	categorize key vocabulary and identify salient features;		
LA.5.1.6.5	relate new vocabulary to familiar words;		

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LA.5.1.6.6	identify “shades of meaning” in related words (e.g., blaring, loud);		
LA.5.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;		
LA.5.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;		
LA.5.1.6.9	determine the correct meaning of words with multiple meanings in context;		
LA.5.1.6.10	determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools; and		
LA.5.1.6.11	use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.		
Reading Comprehension	Standard: The student uses a variety of strategies to comprehend grade level text.		
The student will:			
LA.5.1.7.1	explain the purpose of text features (e.g., format, graphics, diagrams, illustrations, charts, and maps), use prior knowledge to make and confirm predictions, and establish a purpose for reading;		
LA.5.1.7.2	identify the author’s purpose (e.g., to persuade, inform, entertain, explain) and how an author’s perspective influences text;		
LA.5.1.7.3	determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.5.1.7.4	identify cause-and-effect relationships in text;		
LA.5.1.7.5	identify the text structure an author uses (e.g., comparison/contrast, cause/effect, sequence of events) and explain how it impacts meaning in text;		
LA.5.1.7.6	identify themes or topics across a variety of fiction and non-fiction selections;		
LA.5.1.7.7	compare and contrast elements in multiple texts (e.g., setting, characters, problems); and		
LA.5.1.7.8	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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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 6: Reading Process			
Fluency	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.		
Vocabulary Development	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;		

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).		
Reading Comprehension	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;		
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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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
Grade 7: Reading Process			
Fluency	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.		
Vocabulary Development	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;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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;		
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.		
Reading Comprehension	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;		

* **Indepth**/Mentioned

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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;		
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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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I
Grade 8: Reading Process			
Fluency	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.		
Vocabulary Development	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;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I
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		
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.		
Reading Comprehension	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;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I
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;		
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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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/I
Grades 9–10: Reading Process			
Fluency	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.		
Vocabulary Development	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;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	//
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;		
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).		
Reading Comprehension	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;		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	//
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;		
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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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I
Grades 11–12: Reading Process			
Fluency	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.		
Vocabulary Development	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.		
Reading Comprehension	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.		