

# *Vocabulary for Achievement*

**correlated to  
Florida Sunshine State Reading Standards**

**Grades 3-12**



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

**SUBJECT:** Reading (Vocabulary)  
**CATEGORY:** K-12 Supplemental Intervention Program  
**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 3

**CATEGORY CODE NUMBER:** RSI0001

<b>SSS STANDARD</b>	<b>STANDARD/BENCHMARK DESCRIPTION</b>	<b>PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL</b>	<b>I/M*</b>
<b>Grade 3: Reading Process</b>			
<b>Phonics/Word Analysis</b>	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.		
<b>Fluency</b>	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.		
<b>Vocabulary Development</b>	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;	<b>Teacher's Guide:</b> 8, 12, 16, 32, 36, 48, 52, 56, 68, 72, 76, 78, 92, 96, 108 112, 116  <b>Student Book:</b> 8, 12, 16, 32, 36, 48, 52, 56, 68, 72, 76, 78, 92, 96, 108 112, 116	

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LA.3.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<b>Teacher's Guide:</b> 6, 7, 10, 11, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115  <b>Student Book:</b> 6, 7, 10, 11, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115	
LA.3.1.6.3	use context clues to determine meanings of unfamiliar words;	<b>Teacher's Guide:</b> 15, 17, 18, 31, 37, 41-44, 47, 51, 55, 57, 67, 75, 77, 78, 91, 95, 97, 107, 111, 115, 117  <b>Student Book:</b> 15, 17, 18, 31, 37, 41-44, 47, 51, 55, 57, 67, 75, 77, 78, 91, 95, 97, 107, 111, 115, 117	
LA.3.1.6.4	categorize key vocabulary and identify salient features;	<b>Teacher's Guide:</b> 24, 41, 63, 64, 71, 87, 116  <b>Student Book:</b> 24, 41, 63, 64, 71, 87, 116	
LA.3.1.6.5	relate new vocabulary to familiar words;	<b>Teacher's Guide:</b> 1-3, 5-8, 9-12, 17, 18, 27, 35, 47, 51, 67, 97, 117  <b>Student Book:</b> 1-3, 5-8, 9-12, 17, 18, 27, 35, 47, 51, 67, 97, 117	
LA.3.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);	<b>Teacher's Guide:</b> 1-8, 37, 51  <b>Student Book:</b> 1-8, 37, 51	
LA.3.1.6.7	use meaning of familiar base words and affixes (prefixes and suffixes) to determine meanings of unfamiliar complex words;	<b>Teacher's Guide:</b> 61-80, 101-116, 119  <b>Student Book:</b> 61-80, 101-116, 119	
LA.3.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	<b>Teacher's Guide:</b> 1-12, 17-20, 82-84, 89-92  <b>Student Book:</b> 1-12, 17-20, 82-84, 89-92	
LA.3.1.6.9	determine the correct meaning of words with multiple meanings in context; and	<b>Teacher's Guide:</b> 21-24	
LA.3.1.6.10	determine meanings of unfamiliar words by using a dictionary, thesaurus, and digital tools.	<b>Student Book:</b> 21-24	

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<b>SSS STANDARD</b>	<b>STANDARD/BENCHMARK DESCRIPTION</b>	<b>PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL</b>	<b>I/M*</b>
<b>Reading Comprehension</b>	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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<b>Grade 4: Reading Process</b>			
<b>Phonics/Word Analysis</b>	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.		
<b>Fluency</b>	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.		
<b>Vocabulary Development</b>	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;	<b>Teacher's Guide:</b> 8, 12, 16, 18, 28, 32, 36, 38, 48, 56, 67, 68, 72, 76, 78, 92, 96, 108, 111, 112, 116, 118  <b>Student Book:</b> 8, 12, 16, 18, 28, 32, 36, 38, 48, 56, 67, 68, 72, 76, 78, 92, 96, 108, 111, 112, 116, 118	
LA.4.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<b>Teacher's Guide:</b> 6, 7, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115  <b>Student Book:</b> 6, 7, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115	

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LA.4.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide:</b> 17-20, 37-40, 41-44, 57-60, 77-80, 97-98, 117-120</p> <p><b>Student Book:</b> 17-20, 37-40, 41-44, 57-60, 77-80, 97-98, 117-120</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 6, 7, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115</p> <p><b>Student Book:</b> 6, 7, 14, 15, 26, 27, 30, 31, 34, 35, 46, 47, 50, 51, 54, 55, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 94, 95, 106, 107, 110, 111, 114, 115</p>	
LA.4.1.6.4	categorize key vocabulary and identify salient features;	<p><b>Teacher's Guide:</b> 2, 7, 15, 55, 104, 107, 131, 132, 135-136</p> <p><b>Student Book:</b> 2, 7, 15, 55, 104, 107</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 61-80, 101-124</p> <p><b>Student Book:</b> 61-80, 101-124</p>	
LA.4.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide:</b> 1-4, 5, 9, 17, 19, 20, 27, 25, 29-32, 35, 37, 40, 45, 47, 49, 51, 53, 65, 69, 71, 73, 80, 89, 93, 95, 105, 109, 111, 113, 115</p> <p><b>Student Book:</b> 1-4, 5, 9, 17, 19, 20, 27, 25, 29-32, 35, 37, 40, 45, 47, 49, 51, 53, 65, 69, 71, 73, 80, 89, 93, 95, 105, 109, 111, 113, 115</p>	
LA.4.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);	<p><b>Teacher's Guide:</b> 15, 51, 81-84, 115</p> <p><b>Student Book:</b> 15, 51, 81-84, 115</p>	

\* **In**depth/Mentioned

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LA.4.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;	<b>Teacher's Guide:</b> 61-80, 101-124, 131-132, 135-136 <b>Student Book:</b> 61-80, 101-124, 131-132	
LA.4.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	<b>Teacher's Guide:</b> 1-8, 9, 13-16, 19-20, 31, 51, 57-60, 83, 115 <b>Student Book:</b> 1-8, 9, 13-16, 19-20, 31, 51, 57-60, 83, 115	
LA.4.1.6.9	determine the correct meaning of words with multiple meanings in context; and	The opportunity to address this objective is available on the following pages: <b>Teacher's Guide:</b> 17-18, 21-24, 37-38, 41-44, 57-60, 77-78, 97-98, 117-120 <b>Student Book:</b> 17-18, 21-24, 37-38, 41-44, 57-60, 77-78, 97-98, 117-120	
LA.4.1.6.10	determine meanings of words and alternate word choices by using a dictionary, thesaurus, and digital tools.	<b>Teacher's Guide:</b> 21-24, 41-44, 57-60, 81-84 <b>Student Book:</b> 21-24, 41-44, 57-60, 81-84 The opportunity to address this objective is also available throughout the text.	
<b>Reading Comprehension</b>	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);		
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;		

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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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<b>Grade 5: Reading Process</b>			
<b>Phonics/Word Analysis</b>	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.		
<b>Fluency</b>	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.		
<b>Vocabulary Development</b>	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;	<b>Teacher's Guide:</b> 8, 12, 15, 16, 18, 26, 27, 28, 32, 34, 36, 48, 52, 67, 68, 72, 76, 78, 88, 96, 108, 116, 118, 119  <b>Student Book:</b> 8, 12, 15, 16, 18, 26, 27, 28, 32, 34, 36, 48, 52, 67, 68, 72, 76, 78, 88, 96, 108, 116, 118, 119	
LA.5.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<b>Teacher's Guide:</b> 6,7, 10, 11, 14, 15, 30, 31, 46, 50, 51, 54, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 106, 107, 110, 114, 115  <b>Student Book:</b> 6,7, 10, 11, 14, 15, 30, 31, 46, 50, 51, 54, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 106, 107, 110, 114, 115	

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LA.5.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide:</b> 17, 23, 24, 33-36, 37-40, 41-44, 47, 55, 57, 58, 59, 77, 97, 117</p> <p><b>Student Book:</b> 17, 23, 24, 33-36, 37-40, 41-44, 47, 55, 57, 58, 59, 77, 97, 117</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 6,7, 10, 11, 14, 15, 30, 31, 46, 50, 51, 54, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 106, 107, 110, 114, 115</p> <p><b>Student Book:</b> 6,7, 10, 11, 14, 15, 30, 31, 46, 50, 51, 54, 66, 67, 70, 71, 74, 75, 86, 87, 90, 91, 106, 107, 110, 114, 115</p>	
LA.5.1.6.4	categorize key vocabulary and identify salient features;	<p><b>Teacher's Guide:</b> 4, 27, 51, 75, 87, 61-87, 101-120, 131-132, 135-136</p> <p><b>Student Book:</b> 4, 27, 51, 75, 87, 61-87, 101-120</p>	
LA.5.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide:</b> 1-4, 7, 9, 11, 13, 15, 17, 20, 25, 31, 35, 37, 40, 45, 49, 53, 57, 58, 60, 65, 69, 73, 77, 80, 85, 89, 93, 96, 100, 105, 109, 113, 117, 120</p> <p><b>Student Book:</b> 1-4, 7, 9, 11, 13, 15, 17, 20, 25, 31, 35, 37, 40, 45, 49, 53, 57, 58, 60, 65, 69, 73, 77, 80, 85, 89, 93, 96, 100, 105, 109, 113, 117, 120</p>	
LA.5.1.6.6	identify "shades of meaning" in related words (e.g., blaring, loud);	<p><b>Teacher's Guide:</b> 85-92, 99</p> <p><b>Student Book:</b> 85-92, 99</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 1-2, 7, 9, 15, 17, 31, 71, 77, 82</p> <p><b>Student Book:</b> 1-2, 7, 9, 15, 17, 31, 71, 77, 82</p>	

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LA.5.1.6.7	use meaning of familiar base words and affixes to determine meanings of unfamiliar complex words;	<b>Teacher's Guide:</b> 61-80, 78, 79, 80, 101-104, 105-108, 109-112, 113-116, 131-132  <b>Student Book:</b> 61-80, 78, 79, 80, 101-104, 105-108, 109-112, 113-116	
LA.5.1.6.8	use knowledge of antonyms, synonyms, homophones, and homographs to determine meanings of words;	<b>Teacher's Guide:</b> 1-4, 7, 15, 25, 31, 71, 107  <b>Student Book:</b> 1-4, 7, 15, 25, 31, 71, 107	
LA.5.1.6.9	determine the correct meaning of words with multiple meanings in context;	<b>Teacher's Guide:</b> 21-24, 29-32, 33-36, 37-40  <b>Student Book:</b> 21-24, 29-32, 33-36, 37-40	
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	<b>Teacher's Guide:</b> 21-24, 81-84  <b>Student Book:</b> 21-24, 81-84  The opportunity to address this objective is available throughout the text.	
LA.5.1.6.11	use meaning of familiar roots and affixes derived from Greek and Latin to determine meanings of unfamiliar complex words.	<b>Teacher's Guide:</b> 89-92, 101-120, 135-136  <b>Student Book:</b> 89-92, 101-120  The opportunity to address this objective is available throughout the text.	
<b>Reading Comprehension</b>	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;		
LA.5.1.7.4	identify cause-and-effect relationships in text;		

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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*
<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>			
The student will:			
LA.6.1.6.1	use new vocabulary that is introduced and taught directly;	<b>Teacher's Guide:</b> 11, 25, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197  <b>Student Book:</b> 11, 25, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197	
LA.6.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197  <b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197	

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

**SUBJECT:** Reading (Vocabulary)  
**CATEGORY:** K-12 Supplemental Intervention Program  
**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 6

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.6.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide:</b> 79-80</p> <p><b>Student Book:</b> 79-80</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197, T5, T8, T11, T14, T17, T20, T23, T26, T29, T32, T35, T38, T41</p> <p><b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	
LA.6.1.6.4	categorize key vocabulary and identify salient features;	<p><b>Teacher's Guide:</b> 41, 42, 61, 62</p> <p><b>Student Book:</b> 41, 42, 61, 62</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 139-143, 147-152, 153-158, 159-160, 161-166, 167-172, 173-178, 179, 181, 199-200</p> <p><b>Student Book:</b> 139-143, 147-152, 153-158, 159-160, 161-166, 167-172, 173-178, 179, 181, 199-200</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.6.1.6.5	relate new vocabulary to familiar words;	<b>Teacher's Guide:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195  <b>Student Book:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195	
LA.6.1.6.6	distinguish denotative and connotative meanings of words;	<b>Teacher's Guide:</b> 21-26  <b>Student Book:</b> 21-26	
LA.6.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	<b>Teacher's Guide:</b> 139-158, 159-178, 179-180, 199-200, T31-T35, T36-T39  <b>Student Book:</b> 139-158, 159-178, 179-180, 199-200	
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;	The opportunity to address this objective is available on the following pages: <b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197  <b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197	
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	<b>Teacher's Guide:</b> 19-20, 39-40, 59-60  <b>Student Book:</b> 19-20, 39-40, 59-60 The opportunity to address this objective is also available throughout the text.	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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>Teacher's Guide:</b> 47, 48, 49, 50, 51, 52, 53-58, 101-102, 107-112, 147-152, 153-158, 159-166, 167-172, 173-178, T12, T13, T34, T35, T36, T37, T38, T39  <b>Student Book:</b> 47, 48, 49, 50, 51, 52, 53-58, 101-102, 107-112, 147-152, 153-158, 159-166, 167-172, 173-178	
<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;		
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		

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**GRADE(S):** 6

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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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**SUBJECT:** Reading (Vocabulary)  
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**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 7

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
<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.		
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;	<p><b>Teacher's Guide:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Student Book:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p>	
LA.7.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<p><b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.7.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide:</b> 79-80</p> <p><b>Student Book:</b> 79-80</p> <p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197, T2, T5, T8, T11, T14, T17, T20, T23, T26, T29, T32, T35, T38, T41, T44</p> <p><b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	
LA.7.1.6.4	categorize key vocabulary and identify salient features;	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher's Guide:</b> 139-158, 159-178, 179-180, 199-200, T31-T42</p> <p><b>Student Book:</b> 39-158, 159-178, 179-180, 199-200</p>	
LA.7.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 119-120, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p> <p><b>Student Book:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 119-120, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p>	
LA.7.1.6.6	distinguish denotative and connotative meanings of words;	<p><b>Teacher's Guide:</b> 13-18, 27-32</p> <p><b>Student Book:</b> 13-18, 27-32</p>	

\* **In**depth/Mentioned

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.7.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	<b>Teacher's Guide:</b> 139-158, 159-178, 179-180, 199-201, T34-T40 <b>Student Book:</b> 139-158, 159-178, 179-180, 199-201	
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;	<b>Teacher's Guide:</b> 87-90 <b>Student Book:</b> 87-90  The opportunity to address this objective is available on the following pages: <b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197 <b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197	
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	<b>Teacher's Guide:</b> 1-6, 19-20, 39-40, 41-43, 59-60, 59-60 <b>Student Book:</b> 1-6, 19-20, 39-40, 41-43, 59-60, 59-60  The opportunity to address this objective is also available throughout the text.	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.7.1.6.11	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology.	<b>Teacher's Guide:</b> 8, 14, 22, 34, 48, 62, 68, 88, 93-94, 108, 114, 122, 128, 134, 159-160, 161-166, 167-172, 173-178, 179-186, 199-200  <b>Student Book:</b> 8, 14, 22, 34, 48, 62, 68, 88, 93-94, 108, 114, 122, 128, 134, 159-160, 161-166, 167-172, 173-178, 179-186, 199-200	
<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;		
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		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.7.1.7.8	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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**GRADE(S):** 8

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
<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;	<p><b>Teacher's Guide:</b> 5, 11, 25, 31, 37, 45, 51, 59, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Student Book:</b> 5, 11, 25, 31, 37, 45, 51, 59, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p>	
LA.8.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<p><b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.8.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide:</b> 59-60, 79-80, 139-140, 179-180, 199-200, T2, T5, T8, T11, T14, T17, T20, T23, T26, T29, T32, T35, T38, T41, T44</p> <p><b>Student Book:</b> 59-60, 79-80, 139-140, 179-180, 199-200</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	
LA.8.1.6.4	categorize key vocabulary and identify salient features;	<p>The opportunity to address this objective is available on the following pages:  <b>Teacher's Guide:</b> 139-158, 159-178, 179-201, T31-T45</p> <p><b>Student Book:</b> 139-158, 159-178, 179-201</p>	
LA.8.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 69, 75, 83, 89,95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p> <p><b>Student Book:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 69, 75, 83, 89,95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p>	

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LA.8.1.6.6	distinguish denotative and connotative meanings of words;	<b>Teacher's Guide:</b> 13-18, 87-93 <b>Student Book:</b> 13-18, 87-93	
LA.8.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	<b>Teacher's Guide:</b> 139-158, 159-178, 179-198, 199-201, T31-T43 <b>Student Book:</b> 139-158, 159-178, 179-198, 199-201	
LA.8.1.6.8	identify the meaning of words and phrases derived from Anglo-Saxon, Greek, and Latin mythology;	<b>Teacher's Guide:</b> 8, 13-18, 22, 39-40, 48, 139-140, 141-146, 147-152, 153-158, 159-160, 161-166, 167-172, 173-178, 179-180, 193-198, 199-200 <b>Student Book:</b> 8, 13-18, 22, 39-40, 48, 139-140, 141-146, 147-152, 153-158, 159-160, 161-166, 167-172, 173-178, 179-180, 193-198, 199-200	
LA.8.1.6.9	identify advanced word/phrase relationships and their meanings;	<b>Teacher's Guide:</b> 21-26, 99-100 <b>Student Book:</b> 21-26, 99-100	
LA.8.1.6.10	determine the correct meaning of words with multiple meanings in context; and	The opportunity to address this objective is available on the following pages: <b>Teacher's Guide:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197 <b>Student Book:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197	

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

**SUBJECT:** Reading (Vocabulary)  
**CATEGORY:** K-12 Supplemental Intervention Program  
**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 8

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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>Teacher's Guide:</b> 1-2, 19-20, 39-40  <b>Student Book:</b> 1-2, 19-20, 39-40 The opportunity to address this objective is also available throughout the text.	
<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;		
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.		

LA.8.1.7.8  
\*In depth/Mentioned

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**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 9-10

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
<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;	<p><b>Teacher's Guide Grade 9:</b> 5, 11, 17, 37, 45, 51, 57, 65, 71, 77, 85, 91, 997, 105, 110, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Student Book Grade 9:</b> 5, 11, 17, 37, 45, 51, 57, 65, 71, 77, 85, 91, 997, 105, 110, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Teacher's Guide Grade 10:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Student Book Grade 10:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<p><b>Teacher's Guide Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197</p> <p><b>Student Book Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197</p> <p><b>Teacher's Guide Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide Grade 9:</b> 39-40, 59-60, T20, T23, T26, T29, T32, T35, T38, T41, T44  <b>Student Book Grade 9:</b> 39-40, 59-60</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197  <b>Student Book Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.3 (continued)	use context clues to determine meanings of unfamiliar words (continued);	<p><b>Teacher's Guide Grade 10:</b> 39-40, 59-60, 139-140, T15, T17, T19, T21, T23, T25, T27, T29, T31, T33, T35, T37, T39, T41</p> <p><b>Student Book Grade 10:</b> 39-40, 59-60, 139-140</p> <p><b>The opportunity to address this objective is also available on the following pages:</b>  <b>Teacher's Guide Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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LA.910.1.6.4	categorize key vocabulary and identify salient features;	<p>Teacher's Guide <b>Grade 9:</b> 21-22, 41-43, 87-92</p> <p>Student Book <b>Grade 9:</b> 21-22, 41-43, 87-92</p> <p>The opportunity to address this objective is available on the following pages:  <b>Teacher's Guide Grade 9:</b> 139-158, 159-178, 179-198, 199-200, T32-T45</p> <p><b>Student Book Grade 9:</b> 139-158, 159-178, 179-198</p> <p><b>Teacher's Guide Grade 10:</b> 7, 13, 27, 73-78, 87-88, 107-108, 127-128</p> <p><b>Student Book Grade 10:</b> 7, 13, 27, 73-78, 87-88, 107-108, 127-128</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide Grade 10:</b> 93-98, 101-106, 139-158, 159-178, 179-180, 199-200</p> <p><b>Student Book Grade 10:</b> 93-98, 101-106, 139-158, 159-178, 179-180, 199-200</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide Grade 9:</b> 3, 9, 15, 23, 29, 35, 43, 49, 54, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p> <p><b>Student Book Grade 9:</b> 3, 9, 15, 23, 29, 35, 43, 49, 54, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p> <p><b>Teacher's Guide Grade 10:</b> 3, 9, 15, 19-20, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195, T1, T3, T4, T5, T7, T9, T10, T11</p> <p><b>Student Book Grade 10:</b> 3, 9, 15, 19-20, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p>	
LA.910.1.6.6	distinguish denotative and connotative meanings of words;	<p><b>Teacher's Guide Grade 9:</b> 81-82, 87-92</p> <p><b>Student Book Grade 9:</b> 81-82, 87-92</p> <p><b>Teacher's Guide Grade 10:</b> 41-42, 47-48, 87-88, 133-134</p> <p><b>Student Book Grade 10:</b> 41-42, 47-48, 87-88, 133-134</p>	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.7	identify and understand the meaning of conceptually advanced prefixes, suffixes, and root words;	<b>Teacher's Guide Grade 9:</b> 139-158, 159-178, 179-198, 199-200, T32-T45 <b>Student Book Grade 9:</b> 139-158, 159-178, 179-198, 199-200 <b>Teacher's Guide Grade 10:</b> 1-6, 93-98, 101-106, 139-158, 159-178, 179-180, 199-200, T33-T43 <b>Student Book Grade 10:</b> 1-6, 93-98, 101-106, 139-158, 159-178, 179-180, 199-200	
LA.910.1.6.8	identify advanced word/phrase relationships and their meanings;	<b>Teacher's Guide Grade 9:</b> 79-80, 114, 154, 194 <b>Student Book Grade 9:</b> 79-80, 114, 154, 194 <b>Teacher's Guide Grade 10:</b> 108, 128, 148, 168, 188 <b>Student Book Grade 10:</b> 108, 128, 148, 168, 188	

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
LA.910.1.6.9	determine the correct meaning of words with multiple meanings in context;	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher's Guide Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197</p> <p><b>Student Book Grade 9:</b> 4-5, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 144-145, 150-151, 156-157, 170-171, 176-177, 196-197</p> <p><b>Teacher's Guide Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 10:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	
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	<p><b>Teacher's Guide Grade 9:</b> 19-20</p> <p><b>Student Book Grade 9:</b> 19-20 The opportunity to address this objective is also available throughout the text.</p> <p><b>Teacher's Guide Grade 10:</b> 19-20</p> <p><b>Student Book Grade 10:</b> 19-20 The opportunity to address this objective is also available throughout the text.</p>	

\*Indepth/Mentioned

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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>Teacher's Guide Grade 9:</b> 8, 22, 42, 74, 82, 93-98, 173-178 <b>Student Book Grade 9:</b> 8, 22, 42, 74, 82, 93-98, 173-178 <b>Teacher's Guide Grade 10:</b> 62, 113-118 <b>Student Book Grade 10:</b> 19-20	
<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;		
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		

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SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
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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**GRADE(S):** 11-12

**CATEGORY CODE NUMBER:** RSI0001

SSS STANDARD	STANDARD/BENCHMARK DESCRIPTION	PAGE(S) OR LOCATION(S) WHERE TAUGHT IN MAJOR TOOL	I/M*
<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;	<p><b>Teacher's Guide Grade 11:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Student Book Grade 11:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 171, 177, 185, 191, 197</p> <p><b>Teacher's Guide Grade 12:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 177, 185, 191, 197</p> <p><b>Student Book Grade 12:</b> 5, 11, 17, 25, 31, 37, 45, 51, 57, 65, 71, 77, 85, 91, 97, 105, 111, 117, 125, 131, 137, 145, 151, 157, 165, 177, 185, 191, 197</p>	

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LA.1112.1.6.2	listen to, read, and discuss familiar and conceptually challenging text;	<p><b>Teacher's Guide Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Teacher's Guide Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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SUNSHINE STATE STANDARDS**

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**CATEGORY:** K-12 Supplemental Intervention Program  
**SUBMISSION TITLE:** Vocabulary for Achievement  
**PUBLISHER:** Great Source Education Group  
**GRADE(S):** 11-12

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LA.1112.1.6.3	use context clues to determine meanings of unfamiliar words;	<p><b>Teacher's Guide Grade 11:</b> 39-40, 59-60, 67-68, 159-160, 179-180, 199-200, T13, T15, T17, T19, T21, T23, T25, T27, T29, T31, T33, T35, T37, T39, T41</p> <p><b>Student Book Grade 11:</b> 39-40, 59-60, 67-68, 159-160, 179-180, 199-200</p> <p><b>Teacher's Guide Grade 12:</b> 39-40, 59-60, 139-140, 159-160, 179-180, 199, T13, T15, T17, T19, T21, T23, T25, T27, T29, T31, T33, T35, T37, T39, T41</p> <p><b>Student Book: Grade 12:</b> 39-40, 59-60, 139-140, 159-160, 179-180, 199</p> <p>The opportunity to address this objective is also available on the following pages:  <b>Teacher's Guide Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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LA.1112.1.6.3 (continued)	use context clues to determine meanings of unfamiliar words (continued);	<p><b>Teacher's Guide Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	
LA.1112.1.6.4	categorize key vocabulary and identify salient features;	<p><b>Teacher's Guide Grade 11:</b> 7-8, 13-14, 53, 73-74, 81-82, 121-122, 133-134</p> <p><b>Student Book Grade 11:</b> 7-8, 13-14, 53, 73-74, 81-82, 121-122, 133-134</p> <p>The opportunity to address this objective is available on the following pages:  <b>Teacher's Guide Grade 11:</b> 139-140, 141-146, 147-152, 153-158, 159-178, 179-180, 199-200</p> <p><b>Student Book Grade 11:</b> 139-140, 141-146, 147-152, 153-158, 159-178, 179-180, 199-200</p> <p><b>Teacher's Guide Grade 12:</b> 139-158, 159-178, 179-180, 199-200</p> <p><b>Student Book Grade 12:</b> 139-158, 159-178, 179-180, 199-200</p>	

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LA.1112.1.6.5	relate new vocabulary to familiar words;	<p><b>Teacher's Guide Grade 11:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195, T1-T3, T5, T6, T8, T10, T11, T12</p> <p><b>Student Book Grade 11:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p> <p><b>Teacher's Guide Grade 12:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 56, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195, T4, T5, T6, T9</p> <p><b>Student Book Grade 12:</b> 3, 9, 15, 23, 29, 35, 43, 49, 55, 56, 63, 69, 75, 83, 89, 95, 103, 109, 115, 123, 129, 135, 143, 149, 155, 163, 169, 175, 183, 189, 195</p>	
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;	<p><b>Teacher's Guide Grade 11:</b> 27, 28, 61-62, 93-94, 139-158, 159-178, 179-200, T35-36, T37-T40, T41-T42</p> <p><b>Student Book Grade 11:</b> 27, 28, 61-62, 93-94, 139-158, 159-178, 179-200</p> <p><b>Teacher's Guide Grade 12:</b> 93-98, 139-158, 159-178, 179-180, 199-200, T33-T42</p> <p><b>Student Book Grade 12:</b> 93-98, 139-158, 159-178, 179-180, 199-200, T33-T42</p>	
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);		

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LA.1112.1.6.9	identify advanced word/phrase relationships and their meanings;	<p><b>Teacher's Guide Grade 11:</b> 134, 154, 174, 194</p> <p><b>Student Book Grade 11:</b> 134, 154, 174, 194</p> <p><b>Teacher's Guide Grade 12:</b> 114, 134, 154, 174, 194</p> <p><b>Student Book Grade 12:</b> 114, 134, 154, 174, 194</p>	
LA.1112.1.6.10	determine the correct meaning of words with multiple meanings in context; and	<p>The opportunity to address this objective is available on the following pages:</p> <p><b>Teacher's Guide Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 11:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Teacher's Guide Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p> <p><b>Student Book Grade 12:</b> 4-5, 10-11, 16-17, 24-25, 30-31, 36-37, 44-45, 50-51, 56-57, 64-65, 70-71, 76-77, 84-85, 90-91, 96-97, 104-105, 110-111, 116-117, 124-125, 130-131, 136-137, 144-145, 150-151, 156-157, 164-165, 170-171, 176-177, 184-185, 190-191, 196-197</p>	

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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>Teacher's Guide Grade 11:</b> 19-20, 127-128  <b>Student Book Grade 11:</b> 19-20, 127-128 The opportunity to address this objective is also available throughout the text.  <b>Teacher's Guide Grade 12:</b> 19-20  <b>Student Book Grade 12:</b> 19-20 The opportunity to address this objective is also available throughout the text.	
<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		

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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.		



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