



**CORRELATION  
SUNSHINE STATE STANDARDS  
& GRADE LEVEL EXPECTATIONS**

**SUBJECT/COURSE:** \_\_\_\_\_ **COURSE CODE NUMBER:** \_\_\_\_\_

**SUBMISSION TITLE:** *LANGUAGE!*

**PUBLISHER:** Cambium Learning/ Sopris West Educational Services

**GRADE:** \_\_\_ Designed for Grades 3-12 (See explanation below)



**INTENDED  
OUTCOME:** \_\_\_\_\_

**STRAND:** \_\_\_\_\_

**STANDARD:** \_\_\_\_\_

***LANGUAGE !* Correlation to Florida Achievement Standards  
Language Arts Grades 6-8**

*LANGUAGE !* is a 36-unit curriculum divided into six books (A-F), each of which is 6 units long. *LANGUAGE !* is designed as a comprehensive literacy curriculum for delayed readers, writers, spellers, and speakers of English. Mastery-based learning allows the teacher to proceed at a rate that is appropriate for the student; therefore, pacing through the curriculum is dependent on student performance and needs. As a rough guideline, the curriculum is designed for students to progress at the rate of three books per year.

Placement in this curriculum begins with either book A, for students who have serious deficits in the code-base for reading, or in Bk C, the point of beginning for students who demonstrate knowledge in the code base.

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The instructional approach to the curriculum is concept driven, multi-sensory, and mastery based. Review, mastery tests, and re-teaching activities are systematically distributed throughout the lessons with each skill spiraling for cumulative review and reinforcement. Many of the instructional activities are repeated within and across units. This repetition helps place the emphasis on learning the new concepts, content and skills, rather than learning new instructional tasks. That is, the content changes, the tasks do not. As a result, there is redundancy of activities in the alignment. Due to this redundancy, only examples are provided rather than an exhaustive list of all citations.

As a comprehensive literacy curriculum, the approach to this correlation has been to match the content of *LANGUAGE !* with the Florida Achievement Standards for Language Arts, keeping in mind that the grade level is less relevant in a curriculum when the focus is intervention. The *LANGUAGE !* concepts, content, and skills have been correlated with the Florida Achievement Standards regardless of the grade level at which that standard occurs. The goal of a literacy curriculum for older students is to cover the standards in an efficient and effective manner to accelerate learning.

TE= Teacher’s Edition

IT= Interactive Text

CT= Challenge Text

CW= Challenge Writing

Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
<b>Reading Standard 1 (L.A.A.1.3) The student uses the reading process effectively.</b>	<p><b>(L.A.A.1.3)-1</b>  <b>Uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</b></p> <p>In <i>LANGUAGE!</i> In the Activate Prior Knowledge section of the Instructional Text and the Before section of the Challenge text sections,</p>	TE, Bk A, V1 pgs 58, 120 CT, 237, 304, 367	TE, Bk B, V1 pgs 46, 111; V2 pg 602	TE, Bk C, V1 pgs 218 CT, 380-381; V2 pgs 529 CT, 670 CT	TE, Bk D, V1 pgs 63 CT, 257 CT, V2 pgs 436, 482	TE, Bk E, V1 pgs 51, 82 CT, 159; V2 pgs 609, 624 CT, 748-749	TE, Bk F, V1 pgs 52, 66 CT, 91-92, 129 CT

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	students are often asked what they already know about a topic in order to help create prior knowledge and predict what they will be reading about. Students are also asked to predict during the Answer It questions.						
	<p><b>(LA.A.1.3)-2</b>  <b>Uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</b></p> <p><i>In Language!</i>            Students learn to analyze words through their knowledge of prefixes and suffixes, the use of Divide It for syllabication, and the use of the Use the Clues strategy.</p> <p>See <i>Teachers Resource Guide</i> pgs 94, 140</p>	<p><b>Prefixes and Suffixes</b>            TE, Bk A, V1 pgs 56-57, 181-182, 222, 315-316; V2 pgs 416-417, 440, 480-481, 542, 566-567, 694-695</p>	<p>TE, Bk B, V1 pgs 30-31, 58, 328-329; V2 pgs 584-585, 656-657, 752-753, 794-795</p>	<p>TE, Bk C, V1 pgs 60-61, 100-101, 110, 122, 168-170, 196-197, 237, 248, 367-368, 399; V2 pgs 435-436, 460-462, 499-500, 511, 596-597, 632-</p>	<p>TE, Bk D, V1 pgs 29-31, 53-55, 68-70, 118-119, 129-130, 164-165, 203-204, 294-295, 377, V2 pgs 419-421, 554-555</p>	<p>TE, Bk E, V1 pgs 33-34, 36, 47, 62-64, 75, 102, 121, 208, 238, 313, 343-344; V2 pgs 454-455, 481-482, 541-542, 589-590, 617</p>	<p>TE, Bk F, V1 pgs 59-61, 72, 97</p>

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
		<b>Divide It</b>		633, 642-643, 653-654, 756, 778  TE, Bk C, V1 pgs 108-109, 194, 329, 365; V2 pgs 447-448, 641			
		<b>Use the Clues</b>	TE, Bk B, V1 pgs 47-48	TE, Bk C, V1 pgs 39-40, 91, 104, 229, 261	TE, Bk D, V1 pgs 43, 99, 156; V2 pg 412	TE, Bk E, V1 pgs 49, 103, 224, 370; V2 pgs 505-506, 742	TE, Bk F, V1 pgs 47-49, 184-185, 222
	<b>(L.A.A.1.3)-3 Demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</b>  In <i>LANGUAGE!</i> Students are made aware of the difference between the use of English in formal and informal settings (Standard or Academic English).		TE, Bk B, V1 pg 349 CT	TE, Bk C, V2 pgs 706 and 718 Developing Spoken Language Boxes	TE, Bk D, V1 pg 124; V2 pg 515	TE, Bk E, V1 pgs 125, 271, 408; V2 pgs 547, 687	TE, Bk F, V1 pgs 52

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	<p><b>(LA.A.1.3)-4</b>  <b>Uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report</b></p> <p>In <b>LANGUAGE!</b>            Students will use rereading through out the books to clarify meaning in several ways: to clarify words based on the context of the text; for organizing information; using the Use the Clues activity to define the meaning of words and phrases, determine words that are used to refer to the same topic, to locate definitions; and to confirm facts during group discussions. Students also learn to use metacognitive strategies to monitor and adjust their comprehension using the Comprehend It activities.</p> <p>In <b>LANGUAGE!</b>            Students learn to take notes from text they have read using a Take Note strategy</p>	<p>TE, Bk A, V1            pgs 58-59, 62            CT, 70, 367</p>	<p>TE, Bk B,            V1 pgs 47,            112, 347,            387</p> <p>TE, Bk B,            V1 pgs132-            133, 408</p>	<p>TE, Bk C,            V1 pgs 52,            91, 114</p>	<p>TE, Bk D,            V1 pgs 320-            322; V2 pgs            571, 584,            611</p> <p>TE, Bk D,            V1 pgs 59-            60, 194-            195; V2 pgs            584, 600</p>	<p>TE Bk E, V1 pg            26, 68, 70 CT,            80, 213-214,            232, 305; V2 pgs            447, 548 CT</p> <p>TE, Bk E, V1            pgs 232, 254; V2            pg 485</p>	<p>TE, Bk F,            V1 pgs 53,            66 CT, 75,            125, 238; V2            Unit 34,            Lessons 4-9,            Step 6,</p> <p>TE, Bk F,            V1 pgs 238,            337-338</p>

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	<p>and by using note cards.</p> <p>See <i>Teacher Resource Guide</i> pg 136</p> <p>In <b>LANGUAGE!</b> Students learn to summarize a variety of text styles and text structures through oral discussions, the Blueprint for Writing template, and the Take Note activity.</p> <p>In <b>LANGUAGE!</b> Students use an outlining system that is set up numerically and alphabetically.</p> <p>See <i>Teacher Resource Guide</i> pgs 80-81</p> <p>In <b>LANGUAGE!</b> Students read and organize information to write reports.</p> <p>In <b>LANGUAGE!</b> Students use the SQ3R strategy to understand and</p>	<p>TE, Bk A, V1 pgs 59-61, 197-198</p> <p>TE, Bk A, V1 pg 319</p>	<p>TE, Bk B, V1 62, 133; V2 pgs 473-474, 552, 602</p> <p>TE, Bk B, V1 pgs 473-474</p>	<p>TE, Bk C, V1 pgs 65-66, 78-79, 91, 349</p> <p>TE, Bk C, V1 pgs 65-66, 79, 216-217</p>	<p>CW, 621</p> <p>TE, Bk D, V1 pgs 47, 132-133, 390</p> <p>TE, Bk D, V1 pg 77 CW; V2 pg 730 CW</p> <p>TE, Bk D, V2 pgs 469 CW, 600-601 CW</p>	<p>TE, Bk E, V1 pgs 53-54, 245, 350, 360; V2 pgs 598, 634 CT, 785</p> <p>TE, Bk E, V1 pgs 258, 360, 401; V2 pgs 675-676</p>	<p>TE, Bk F, V1 pgs 26-27, 80 CT, 314</p> <p>TE, Bk F, V1 pgs 26, 394-395</p> <p>TE, Bk F, V1 pgs 315, 325-326, 336-338, 394-395</p> <p>TE, Bk F, V1 pgs 24-25, 161-162</p>

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	interact with nonfiction articles and textbook chapters.						
<b>(LA.A.2.3) The student constructs meaning from a wide range of texts.</b>							
	<p><b>(LA.A.2.3)-1 Determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.</b></p> <p>In <i>LANGUAGE!</i> Students demonstrate comprehension and construct meaning by distinguishing the topic, main ideas, theme, categories, supporting details, facts, and a conclusion through the use of the Map It, Blueprint for Writing and Reading activities, and the Answer It and Think About It questions.</p> <p>See <i>Teacher Resource Guide</i> pages 77-79, 113</p>	TE, Bk A, V1 pgs 47, 59-61, 62 CT, 119, 184, V2 pgs 628-630	TE, Bk B, V1 pgs 61-62, 132, 347; V2 pg 552	TE, Bk C, V1 pgs 65-66, 135-136, 216-217	TE, Bk D, V2 pgs 714-715, 726-728	TE, Bk E, V1 pgs 52, 80, 95-96, 126 CT, 186-187, 201, 212; V2 pgs 609-610, 621, 749	TE, Bk F, V1 pgs 26-27, 294
	<b>(LA.A.2.3)-2 Identifies the author’s purpose and/or point of view in a variety</b>						

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p><b>of texts and uses the information to construct meaning.</b></p> <p>In <i>LANGUAGE!</i> Students use knowledge of the author’s purpose to comprehend informational text.</p>	TE, Bk A, V1 pg 128 CT		TE, Bk C, V1 pg 81 CT		TE, Bk E, V2 pgs 548 CT, 609-610, 622	
	<p><b>(LA.A.2.3)-3 Recognizes logical, ethical, and emotional appeals to texts.</b></p>				TE, Bk D, V2 pg 470 CW	TE, Bk E, V2 pgs 581, 598- 599, 610-611	TE, Bk F, V1 pg 238; V2 Unit 35, Lesson 6 and 10, Step 6
	<p><b>(LA.A.2.3)-4 Uses a variety of reading materials to develop personal preferences in reading.</b></p> <p>In <i>Language!</i> To help students develop personal preferences, they are exposed to a variety of text styles: comics (Mini and Mega Dialogs), expository, informational, narrative, poetry, eyewitness accounts, folktales, articles, short stories, fiction, science fiction, historical fiction, biographies, dramas, fables, mysteries, reports, journals, persuasive text, and</p>	TE, Bk A, V1 pgs 33, 46, 120 CT; V2 pgs 505 CT, 698	TE, Bk B, V1 pgs 125 CT, 263 CT, 400 CT; V2 pgs 543 CT, 618 CT, 758 CT	TE, Bk C, V1 pgs 67 CT, 128 CT, 380; V2 pgs 451, 514	TE, Bk D, V1 pgs 46, 90-92, 125 CT, 182, 324 CT; V2 pgs 482- 483, 701- 702	TE, Bk E, V1 pgs 51-53, 97, 159-160, 185- 187; V2 pgs 597-598, 609	TE, Bk F, V1 pgs 52, 91-92, 225- 227, 313- 315, 352- 353

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	screenplays.						
	<p><b>(LA.A.2.3)-5 Locates, organizes, and interprets written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.</b></p> <p>In <i>LANGUAGE!</i> Students locate information; organize it through the use of the various strategies: Blueprint for Writing, Take Note, Outlining, Map It, and Venn Diagrams; and use the information for a variety of purposes.</p> <p>See <i>Teacher Resource Guide</i> pgs 79-81, 113, 136</p>	TE, Bk A, V1 pgs 59-61, 185; V2 pg 583	TE, Bk B, V1 pgs 74-76, 132-133, 212; V2 pgs 473-474, 488-489	TE, Bk C, V1 pgs 65-66, 78-80, 216-217	TE, Bk D, V1 pgs 59-61, 74, 246, 255, 265; V2 pgs 469 CW, 600-601 CW, 730 CW	TE, Bk E, V1 pgs 68-69, 80-81, 114, 201, 213, 216 CW, 231-232, 349-350, 360, 401; V2 pgs 663-664	TE, Bk F, V1 pgs 24-25, 75, 81-82 CW, 161-162, 201, 240
	<p><b>(LA.A.2.3)-6 Uses a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs, to gather information for research</b></p>						

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	<p><b>topics.</b></p> <p>In <i>LANGUAGE!</i> Students are introduced to the purposes of various reference materials that are available for research and organization(i.e. dictionary, thesaurus, encyclopedia, internet).</p>		TE, Bk B, V1 pg 111	TE, Bk C, V1 pg 54; V2 pg 424	TE, Bk D, V2 pgs 469 CW, 478, 541, 600-601 CW	TE, Bk E, V1 pgs 12-13	TE, Bk F, V1 pgs 175-177, 302-304, 336
	<p><b>(LA.A.2.3)-7 Synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.</b></p> <p>In <i>LANGUAGE!</i> Students learn to take notes and organize information on outlines, maps, and index cards.</p> <p>See <i>Teacher Resource Guide</i> pgs 80-81, 113, 136</p>		TE, Bk B, V1 pgs132-133, 408; V2 pgs 473-474	TE, Bk C, V1 pgs 65-66, 216-217	TE, Bk D, V1 pgs 59-62, 77 CT, 92, 194-195; V2 pgs 453, 584, 600 CW, 621, 730 CW	TE, Bk E, V1 pgs 80-81, 105, 201, 213, 231, 349-350, 363 CW, 376, 400-401; V2 pgs 620-621, 650	TE, Bk F, V1 pgs 238-239, 325, 337-338, 362
	<p><b>(LA.A.2.3)-8 Checks the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong</b></p>	TE, Bk A, V2	TE, Bk B,	TE, Bk C,	TE, Bk D,	TE, Bk E, V1	TE, Bk F,

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	vs. weak arguments, recognizing that personal values influence the conclusions an author draws.	pg 609	V1 pgs 34-35, 102-103, 111, 261-262, 398	V2 pg 453	V1 pg 34-35, 46-48, 59-62, 74	pgs 70 CT, 137 CT, 215 CT	V1 pgs 303-304, 374
<b>(LA.B.1.3) The Student uses writing processes effectively.</b>							
	<p><b>(LA.B.1.3)-1 Organizes information before writing according to the type and purpose of writing.</b></p> <p>In <i>LANGUAGE!</i> Prior to writing, students learn to organize information using a variety of maps and outlines depending on the type and purpose of the writing.</p> <p>See <i>Teacher Resource Guide</i> pgs 79-81, 113</p>	TE, Bk A, V1 pgs 59-61, 119	TE, Bk B, V1 pgs 132-133; V2 pgs 616, 811	TE, Bk C, V1 pgs 65-66, 216	TE, Bk D, V1 pgs, 77 CW, 336 CW; V2 pgs 714-715, 730 CW	TE, Bk E, V1 pgs 80-81, 105, 202, 213, 231-232, 349-350, 360, 376; V2 pgs 486, 512, 536, 623, 675	TE, Bk F, V1 pgs 81-82 CW, 103, 215-216 CW, 240, 382-383
	<p><b>(LA.B.1.3)-2 Drafts and revises writing that:</b></p> <p><b>a. is focused, purposeful, and reflects insight into the writing situation;</b></p> <p>In <i>LANGUAGE!</i> Throughout each of the books, for different writing</p>	TE, Bk A, V1 pgs 59-61; V2 pgs 583, 630	TE, Bk B, V1 pgs 62, 76, 133, 212;	TE, Bk C, V1 pgs 79-80, 349, V2	TE, Bk D, V1 pgs 77 CW, 132-	TE, Bk E, V1 pgs 80-81, 83-84 CW, 114, 216-	TE, Bk F, V1 pgs 81-82 CW, 104,

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	purposes, students focus their writing by first recognizing the topic of Instructional level texts using the Blueprint for Writing templates and Outline templates. Once they are able to recognize the structures and purposes in text, they move on to writing their focused and purposeful paragraphs.		V2 pgs 488-489, 616-617, 632-633	pgs 480-481, 614-615, 772-773	133, 211 CW, 336 CW; V2 pgs 469-470 CW, 523-524, 600-601 CW, 714-715, 730-731 CW	217 CW, 282; V2 pgs 495-496, 558, 623, 633, 635-636 CW, 675-676	116-117, 251-252, 259-260; V2 Unit 34, Lessons 4-9, Step 6; Unit 34, Lessons 4-9, Step 6; Unit 35, Lessons 3 and 6, Step 6; Unit 36, Lesson 3, Step 6
	<p><b>b. conveys a sense of completeness and wholeness with adherence to the main idea;</b></p> <p>In <i>LANGUAGE!</i> Students demonstrate that their writing is complete through the use of checklists.</p> <p>See <i>Teacher Resource Guide</i> pgs 146-147, 175-177</p>				TE, Bk D, V1 pgs 74-75, 77 CW, 211 CW, V2 pgs 466-467, 654, 730-731 CW	TE, Bk E, V1 pgs 114, 214, 281-282, 422-423; V2 pg 636 CW	TE, Bk F, V1 pgs 104, 315, 341 CW
	<p><b>c. has an organizational pattern that provides for a logical progression of ideas;</b></p> <p>In <i>LANGUAGE!</i></p>		TE, Bk B,	TE, Bk C,	TE, Bk D,	TE, Bk E, V1	TE, Bk F,

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	<p>To write with an organizational pattern, students move from using the Blueprint for Writing into using an outline, at the paragraph and multi-paragraph level, with a beginning, middle, conclusion, and transitional words.</p> <p>See Teacher Resource Guide pages 78-81, 113</p>		V1 pgs 75-76, 133, 199, 212; V2 pgs 473-474, 488-489, 616, 632-633, 821	V1 pgs 65-66, 79-80, 127, 202-203, 216-217, 265; V2 pgs 480-481, 538-539, 614-615, 669, 772-773, 780	V1 pgs 74-75, 336 CW; V2 pgs 469-470 CW, 774-775	pgs 80-81, 83-84 CW, 114, 216-217 CW, 282, 362-363 CW; V2 pgs 495-496, 498-499 CW, 623, 633, 635-636 CW, 773-774 CW	V1 pgs 81-82 CW, 215-216 CW, 251-252, 259-260; V2 Unit 34, Lessons 4-9, Step 6; Unit 34, Lessons 4-9, Step 6
	<p><b>d. has support that is substantial, specific, relevant, concrete, and/or illustrative;</b></p> <p>In <i>LANGUAGE!</i> Students work on identifying main ideas within the Instructional level text, move into grouping related ideas to create paragraphs and learn to write multi-paragraph selections using main ideas to develop individual paragraphs.</p>	TE, Bk A, V1 pgs 59-61, 119; V2 pgs 630, 713, 740	TE, Bk B, V2 pgs 552, 616, 632-633, 811, 821	TE, Bk C, V1 pgs 63-64, 135, 336, 349	TE, Bk D, V1 pgs, 61-62, 77 CW, 207-209, 211 CW, 336 CW; V2 pgs 469 CW, 714-715, 730-731 CW	TE, Bk E, V1 pgs 80-81, 83-84 CW, 114, 216-217 CW, 282, 362-363 CW; V2 pgs 495-496, 498-499 CW, 623, 633, 635-636 CW, 773-774 CW	TE, Bk F, V1 pgs 81-82 CW, 215-216 CW, 251-252, 259-260; V2 Unit 34, Lessons 4-9, Step 6; Unit 34, Lessons 4-9, Step 6
	<p><b>e. demonstrates a commitment to and an involvement with the subject;</b></p>						

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	<p>In <b>LANGUAGE!</b> Students demonstrate that their writing is complete through the use of checklists.</p> <p>See <i>Teacher Resource Guide</i> pgs 146-147, 175-177</p>				TE, Bk D, V1 pgs 74-75, 77 CW, 211 CW, V2 pgs 466-467, 654, 730-731	TE, Bk E, V1 pgs 114, 214, 281-282, 422-423; V2 pg 636 CW	TE, Bk F, V1 pgs 104, 315, 341 CW
	<p><b>f. has clarity in presentation of ideas;</b></p> <p>In <b>LANGUAGE!</b> Students write with clarity through the use of checklists.</p> <p>See <i>Teacher Resource Guide</i> pgs 146-147, 175-177</p>				TE, Bk D, V1 pgs 74-75, 77 CW, 211 CW, V2 pgs 466-467, 654, 730-731	TE, Bk E, V1 pgs 114, 214, 281-282, 422-423; V2 pg 636 CW	TE, Bk F, V1 pgs 104, 315, 341 CW
	<p><b>g. uses creative writing strategies appropriate to the purpose of the paper;</b></p>				TE, Bk D, V1 pgs 211 CW, 335-336 CW; V2 pgs 523-524, 644-645, 654	TE, Bk E, V1 pgs 83-84 CW, 401, 412, 423	Over the course of book F, the students write a short story
	<p><b>h. demonstrates a command of language (word choice) with freshness of expression;</b></p> <p>In <b>LANGUAGE!</b></p>		TE, Bk B,	TE, Bk C,	TE, Bk D,	TE, Bk E, V1	TE, Bk F,

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	<p>Students demonstrate a command of language including using precise descriptive words during Stage 5: Paint Your Words, of Masterpiece Sentences.</p> <p>See Teacher Resource Guide pg 114</p>		V1 pgs 73, 121, 210; V2 pgs 485, 820	V1 pg 347; V2 pg. 735	V1 pg 73; V2 pg 465	pgs 135-136, V2 pgs 494, 499 CW, 650-651, 686, 696	V1 pgs 93, 104, 116-117, 139, 210-211, 260-261, 335, 350, 372; V2 Unit 35, Lesson 6, Step 6
	<p><b>i. has varied sentence structure and sentences that are complete except when fragments are used purposefully;</b></p> <p>In <i>LANGUAGE!</i> Students are taught to diagram, write, and evaluate a variety of sentence structures from simple to complex. Two of the activities used are Masterpiece Sentences and Diagram It.</p> <p>See <i>Teacher Resource Guide</i> pgs 92, 144</p>	TE, Bk A, V1 pgs 81, 105, 211-212, 342-343; V2 pgs 420, 467-469, 568-569	TE, Bk B, V2 pgs 500-501, 514-515, 517, 539-540, 648-649, 660, 690-691	TE, Bk C, V1 pg 102; V2 pgs 758-759	TE, Bk D, V1 pgs 71-73	TE, Bk E, V1 pgs 93-94, 111-112, 155-157, 169-172, 199-200, 226, 253, 254, 358-359; V2 pgs 483-484, 493-494, 507-508, 523-524, 532-533, 619-620, 645-646, 745, 782	TE, Bk F, V1 pgs 62-63, 198-199; V2 Unit 34, Lessons 5-6, Step 4; Unit 35, Lessons 5-6, Step 4; Unit 36, Lesson 4, Step 4
	<p><b>j. and has few, if any, convention errors in mechanics, usage, and punctuation.</b></p>						

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p>In <b><i>LANGUAGE!</i></b> Students are taught and asked to apply their knowledge of capitalization, punctuation, and spelling to their writing. New spelling skills are taught in isolation and in context in each book.</p> <p><i>See Teacher Resource Guide pg 180</i></p>	TE, Bk A, V1 pg 94; V2 pgs 581-582, 761	TE, Bk B, V2 pg 633	TE, Bk C V1 pg 80, 311; V2 pg 780	TE, Bk D, V1 pgs 88- 90, 166- 167, 221, 253, 346- 347, 357- 358, 368- 369; V2 pgs 569-570, 620-621, 774-775	TE, Bk E, V1 pgs 94, 111-112, 226-227, 252, 282; V2 pgs 496, 499 CW, 545, 646-647, 671, 684, 697	TE, Bk F, V1 pgs 50- 51, 75, 78, 113, 117, 138, 259- 260; V2 Unit 36, Lesson 10 Step 6
	<p><b>(LA.B.1.3)-3 Produces final documents that have been edited for: correct spelling; correct punctuation, including commas, colons, and semicolons; correct capitalization; effective sentence structure; correct common usage, including subject/verb agreement, common noun/pronoun agreement, common possessive forms and with a variety of sentence structure, including parallel structure; and correct formatting.</b></p> <p>In <b><i>LANGUAGE!</i></b> Students are taught individual skills in isolation, in context, and then create</p>	TE, Bk A, V1 pgs 18, 31-32, 56-57, 181-182 292, 329; V2	TE, Bk B, V1 pgs 30- 31, 45-46, 181-182,	TE, Bk C, V1 pgs 48- 49, 79-80, 133, 217,	TE, Bk D, V1 pgs, 77 CW, 87-90, 121, 166-	TE, Bk E, V1 pgs 93-94, 217 CW, 226-228, 282, 371-372,	TE, Bk F, V1 pgs 63, 78, 138, 172-174,

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	final versions of self-edited compositions containing these skills.	pgs 542, 761	225-226, 228, 305; V2 pg 456, 514, 551, 584-587, 599-600, 633, 690-691	319-320, 400; V2 pgs 481, 535-536, 585, 603, 665, 780	167, 211 CW, 221, 252, 336 CW; V2 pgs 470 CW, 731 CW, 774-775	423; V2 pgs 444, 457, 493-494, 507-508, 523-524, 558, 635-636 CW, 645-647, 697,805, 811	186-187, 237, 259-261; V2 Unit 34, Lesson 9, Step 6; Unit 35, Lessons 6 and 9, Step 4; Unit 36, Lesson 6, Step 4; Unit 36 Summative test
<b>(LA.B.2.2) The student writes to communicate ideas and information effectively.</b>							
	<b>(LA.B.2.3)-1 Writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</b>		TE, Bk B, V1 pg 132-133	TE, Bk C, V1, pg 54	TE, Bk D, V2 pgs 411, 469-470 CW	TE, Bk E, V1 pgs 39-40, 203 CT; V2 pgs 460, 548 CT, 598-599, 634 CT	TE, Bk F, V1 pgs 225-227
	<b>(LA.B.2.3)-2 Organizes information using alphabetical, chronological, and numerical systems.</b>  In <i>LANGUAGE!</i> Students use an outlining system that is set up	TE Bk A, V1 pg 319	TE, Bk B, V2 pgs 473-474	TE, Bk C, V1 pgs 65-66, 216-217	TE, Bk D, V1 pg 77 CW; V2 pg 730 CW	TE, Bk E, V1 pgs 213, 258, 360, 401; V2 pgs 536, 675-676	TE, Bk F, V1 pgs 75, 382-383, 395

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	numerically and alphabetically.  <i>See Teacher Resource Guide</i> pgs 80-81						
	<b>(LA.B.2.3)-3 Selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.</b>  In <b><i>LANGUAGE!</i></b> Students write a variety of essays, paragraphs, and summaries for various purposes: time sequence paragraphs, classification paragraphs, descriptive paragraphs, persuasive arguments, narratives, fictional stories, reports, poems, letters, comparison/contrast papers, short stories, expository paragraphs, and evaluative essays.	TE, Bk A, V2 pg 583	TE, Bk B, V1 pgs 76, 133; V2 pgs 632-633	TE, Bk C, V1 pgs 79- 80, 217, 349	TE, Bk D, V1 pgs 74- 75, 77 CW, 132-133, 208-209, 211 CW, 390; V2 pgs 466-467, 469-470 CW, 523- 524, 600- 601 CW, 727, 730- 731 CW	TE, Bk E, V1 pgs 80-81, 83-84 CW, 216-217 CW, 270, 412; V2 pgs 495-496, 498-499 CW, 632, 635 CW	TE, Bk F, V1 pgs 39- 40, 65, V2 Unit 34, Lessons 4-6, Step 6; Unit 36, Lesson 7, Step 6; Unit 31, Lesson 9, Step 6, and Challenge Writing
	<b>(LA.B.2.3)-4 Uses electronic technology including databases and software to gather</b>		TE, Bk B, V1 pg 111	TE, Bk C, V1 pgs 54, 64 ( <i>eReader</i> )	TE, Bk D, V2 pgs 469 CW, 600- 601 CW	TE, Bk E, V1 pgs 13, 131; V2 pg 792	TE, Bk F, pgs 39-40

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	information and communicate new knowledge.						
<b>(LA.C.1.3) The student uses listening strategies effectively.</b>							
	<b>(LA.C.1.3)-1 Listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.</b>			TE, Bk C, V1 pgs 135, 403		TE, Bk E, V1 pgs 203 CT, 215 CT; V2 pgs 598-599	TE, Bk F, V2 Unit 35, Lesson 2, Steps 5 and 6; Unit 35, Lessons 6-10, Step 6; Unit 36, Lesson 6-8, Step 6
	<b>(LA.C.1.3)-2 Selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.</b>  In <i>LANGUAGE!</i> Students are exposed to fiction, nonfiction, informational text, and drama. They are given the opportunity to identify their preferences.			TE, Bk C, V1 pg 383	TE, Bk D, V1 pg 184	TE, Bk E, V1 pg 97, 215	
	<b>(LA.C.1.3)-3 Acknowledges the feelings and messages sent in a</b>			TE, Bk C, V1 pg 403	TE, Bk D, V1 pgs 124, 256, 309-	TE, Bk E, V1 pgs 125, 271; V2 pgs 547, 687	

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<b>conversation.</b>				311, 322-323, 382; V2 pgs 515, 646		
	<b>(LA.C.1.3)-4 Uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.</b>	TE, Bk A, V1 pgs 59-61, 197-198	TE, Bk B, V1 200 CT, 262, 270, 320; V2 pg 552, 602	TE, Bk C, V1 pgs 51-52, 54, 187-188, 404	TE, Bk D, V1 pgs 47-48, 103-104, 320-321	TE, Bk E, V1 pgs 15, 122-123, 194, 360, Multimedia Presentations	TE, Bk F, V1 pgs 58
<b>(LA.C.2.3) The student uses viewing strategies effectively.</b>							
	<b>LA.C.2.3)-1 Determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a non-print message.</b>  In <i>LANGUAGE!</i> Students learn about the different messages sent and the ways to use information from charts, graphs, pictures, and labels through the Mini-dialogs and Using Visuals activities.	TE, Bk A, V1 pgs 45, 106, 169-170, 237, 303, 366-367			TE, Bk D, V1 pgs 33-34, 299-300; V2 pgs 470 CW, 559-560, 688-690	TE, Bk E, V1 pgs 15, 39-40, 173, 320; V2 pgs 460, 597-598, 739, Multimedia Presentations	
	<b>(LA.C.2.3)-2 Uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey</b>			TE, Bk C, V1 pg. 382		TE, Bk E, V2 pgs 634 CT, 697, 739	

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	meaning to an audience.						
<b>(LA.C.3.3) The student uses speaking strategies effectively.</b>							
	<b>(LA.C.3.3)-1 Understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.</b>	TE, Bk A, V1 pgs 48, 109, 307		TE, Bk C, V1 pgs 93, 275, 361; V2 pgs 493, 626, 750		TE, Bk E, V1 pgs 14-15; V2 pgs 697, 739	TE, Bk F, V2 Multimedia presentations
	<b>(LA.C.3.3)-2 Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</b>	TE, Bk A, V1 pg 332 CT	TE, Bk B, V2 pg 634 CT	TE, Bk C, V1 pg 156; V2 pg 558	TE, Bk D, V1 pg 77 CW, 201 Developing Spoken Language, 266 CT	TE, Bk E, V1 pgs 14-15, 123, Multimedia presentations; V2 559 CT, 697	TE, Bk F, V1 pgs 64, 202; V2 Multimedia presentations
	<b>(LA.C.3.3)-3 Speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</b>	TE, Bk A, V1 pg 332 CT; V2 pg 684	TE, Bk B, V2 pg 634 CT	TE, Bk C, V1 pgs 128 CT, 137 CT, 391-392	TE, Bk D, V1 pg 77 CW, 201 Developing Spoken Language, 264, 266 CT	TE, Bk E, V1 pgs 14-15, 62, 70 CT, 360; V2 559 CT, 697, 739-740, 751, 763	TE, Bk F, V1 pgs 64, 78, 202, 250
<b>(LA.D.1.3) The student understands the nature of language.</b>							

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p><b>(LA.D.1.3)-1 Understands that there are patterns and rules in the semantic structure, symbols, sounds, and meanings conveyed through the English language.</b></p> <p>In <b>LANGUAGE!</b> Students learn the patterns and rules in our sentences through diagramming sentences and building sentences using the Master Piece Sentence process.</p> <p>See <i>Teacher Resource Guide</i> pgs 92, 114</p> <p>In <b>LANGUAGE!</b> Students learn that there are sound symbol correspondence patterns in the English language.</p>	<p>TE, Bk A, V1 pgs 211-212, 342-343; V2 pgs 467-469, 568-569</p> <p>TE, Bk A, V1 pgs 12-13, 27-28, 41, 66-67, 350; V2 pgs 414, 464, 528</p>	<p>TE, Bk B, V2 pgs 514-515, 517, 539-540, 648-649, 660, 690-691</p> <p>TE, Bk B, V1 pgs 12-13, 55, 148, 286; V2 pgs 438, 568, 640</p>	<p>TE, Bk C, V1 pg 102</p> <p>TE, Bk C, V1 pgs, 28-29, 178-179</p>	<p>TE, Bk D, V1 pgs 72-73, 243-244</p> <p>TE, Bk D, V1 pgs 10-11, 25, 67, 146-147, 160-161, 174-175, 201, 278; V2 pgs 416, 551-552, 564-565</p>	<p>TE, Bk E, V1 pgs 93, 111-112, 199-200, 253-254, 347-348; V2 pgs 483-484, 533-534, 619-620</p> <p>TE, Bk E, V1 pgs 17-18, 30-31, 44-45, 150, 178, 296-297, 325; V2 pgs 438, 452, 464, 572, 587, 603, 710</p>	<p>TE, Bk F, V1 pgs 63, 198-199</p> <p>TE, Bk F, V1 pgs 16, 30, 44, 55, 154, 166, 181, 284, 296, 308, 317, V2 Unit 34, Lessons 1 and 2, Step 1</p>
	<p><b>(LA.D.1.3)-2 Demonstrates an awareness that language and literature are primary means by</b></p>						

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p><b>which culture is transmitted.</b></p> <p>In <i>LANGUAGE!</i> Students are exposed to a variety of cultures through all three level of texts.</p>	TE, Bk A, V1 pgs 62 CT, 72 CT; V2 pgs 557-558, 569-570	TE, Bk B, V1 pgs 125 CT, 134 CT, 200 CT, 213 CT; V2 pgs 475 CT, 490 CT	TE, Bk C, V1 pgs 187-188, 394 CT, 405 CT; V2 pgs 469 CT, 482 CT, 624, 646-648, 659 CT	TE, Bk D, V1 pgs 197 CT; V2 pgs 586 CT, 599 CT	TE, Bk E, V1 pgs 24-25, 82 CT, 126 CT, 229-230, 244, 272 CT, 283 CT; V2 pgs 471-472, 718, 747	TE, BK F, V1 pgs 24-25, 263 CT 352-353, 373-374
	<p><b>(LA.D.1.3)-3 Demonstrates an awareness of the difference between the use of English in formal and informal settings.</b></p>		TE, Bk B, V1 pg 349 CT		TE, Bk D, V1 pg 124; V2 pg 515	TE, Bk E, V1 pg 125; V2 pg 687	TE, Bk F, V1 pg 52
	<p><b>(LA.D.1.3)-4 Understands that languages change over time.</b></p> <p>In <i>LANGUAGE!</i> Students learn how our language has changed and developed over time through the Why? Word History sections and through learning about “loan” words.</p>	TE, Bk A, V1 pgs 41, 182, 281; V2 pgs 404, 658	TE, Bk B, V1 pgs 98, 162, 324; V2 pgs 573, 724	TE, Bk C, V1 pgs 47, 179, 294; V2 pgs 424, 557, 687	TE, Bk D, V1 pgs 14, 204, 281; V2 pgs 421, 580, 672	TE, Bk E, V1 pgs 21, 154, 338-339, 346; V2 pgs 442, 792, 799-800	TE, Bk F, V1 pgs 157, 234, 245-246, 287; V2 Unit 34, Lesson 1, Step 3; Unit 34, Lessons 7-8, Step 3; Unit 35, Lesson 1, Step 3

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
<b>(LA.D.2.3) The student understands the power of language.</b>							
	<p><b>(LA.D.2.3)-1 Selects language that shapes reactions, perceptions, and beliefs.</b></p> <p>In <i>LANGUAGE!</i> Students learn that the words they use shape the reactions of others, give greater detail about their topic, and can persuade. They develop their skills in choosing the correct word through Stage 5 of Masterpiece Sentences and Word Line activities.</p> <p>See <i>Teacher Resource Guide</i> pgs 114, 143</p>		TE, Bk B, V1 pgs 73, 121, 210; V2 pgs 485, 540, 630, 819-820	TE, Bk C, V1 pgs 347; V2 pg 735	TE, Bk D, V1 pgs 14-15, 17, 77 CW, 85-86, 217-218, 256, 342-344; V2 pgs 465, 470 CW, 477-478, 515	TE, Bk E, V1 pgs 90-91, 240; V2 pgs 499 CW, 650-651, 696	TE, Bk F, V1 pgs 93, 104, 116-117, 139, 210-211, 260-261, 335, 350, 372; V2 Unit 35, Lesson 6, Step 6
	<p><b>(LA.D.2.3)-2 Uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.</b></p> <p>In <i>LANGUAGE!</i> Students learn about and identify the following literacy devices and</p>	TE, Bk A, V1 pg 62 CT; V2 pgs 428, 554-555	TE, Bk B, V1 pgs 44, 89, 130, 360, 405	TE, Bk C, V1 pgs 47-48, 75, 125, 188, 204 CT,	TE, Bk D, V1 pgs 16, 130, 242, 282; V2 pgs	TE, Bk E, V1 pgs 51-54, 83-84 CW, 95-96, 113,123-124,	TE, Bk F, V1 pg 19

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	techniques in the text they read and use them in their writing: literal and figurative meanings, metaphor, metonymy, paradox, personification, simile, symbolism, mood, alliteration, assonance, consonance, onomatopoeia, rhyme, rhythm, metric foot, and verse forms.			213; V2 pgs 516, 529 CT, 540 CT, 588, 590, 644, 726 CT, 746	408, 556, 630, 672	186; V2 pgs 494-495, 548 CT, 648-650, 661-664, 674, 685, 686	
	<b>(LA.D.2.3)-3 Distinguishes between emotional and logical argument.</b>		TE, Bk B, V1 pgs 111-112		TE, Bk D, V2 pg 470 CW	TE, Bk E, V2 pgs 581, 598-599, 610-611	TE, Bk F, V1 pg 238; V2 Unit 35, Lessons 6 and 10, Step 6
	<b>(LA.D.2.3)-4 Understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.</b>				TE, Bk D, V2 pg 470 CW	TE, Bk E, V1 pgs 597-599, 611, 624	
	<b>(LA.D.2.3)-5 Incorporates audiovisual aids in presentations.</b>					TE, Bk E, V1 pgs 10-11	TE, Bk F, Multimedia presentations
	<b>(LA.D.2.3)-6 Understands specific ways that mass media can potentially enhance or manipulate information.</b>						

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	In <b><i>LANGUAGE!</i></b> Students are introduced to different reporting techniques used in media messages: eyewitness accounts, different perspectives, factual and opinion articles, propaganda, and biases in advertisements.	TE, Bk A, V2 pgs 505 CT, 514 CT	TE, Bk B, V1 pgs 111-112; V2 pg 618 CT	TE, Bk C, V2 pg 749	TE, Bk D, V2 pgs 469-470 CW	TE, Bk E, V1 pgs 203 CT, 215 CT; V2 pgs 581, 597-598, 610-611	
	<b>(LA.D.2.3)-7 Understands that laws exist that govern what can and cannot be done with mass media.</b>						
<b>(LA.E.1.3) The student understands the common feature of a variety of literacy forms.</b>							
	<b>(LA.E.1.3)-1 Identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicating across cultures.</b>					TE, Bk E, V1 pgs 52, 80, 95, 186-187	
	<b>(LA.E.1.3)-2 Recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.</b>						

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<i>In LANGUAGE!</i> The elements of fiction covered are characters, setting, and a plot with a problem, events, and an outcome.			TE, Bk C, V1 pg 391	TE, Bk D, V1 pgs 90-92, 101-104, 122-123, 131-132, 221-223; V2 pgs 453, 622	TE, Bk E, V1 pgs 201, 212, 376, 389, 400; V2 pgs 511-512, 525, 535-536, 771, 784	TE, Bk F, V1 pgs 103, 115, 225-226, 251, 341-342 CW
	<b>(LA.E.1.3)-3 Understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and non fiction.</b>	TE, Bk A, V1 pg 62 CT; V2 pgs 428, 554-555	TE, Bk B, V1 pgs 44, 73, 89, 121, 130, 210, 360, 405; V2 pgs 485, 820	TE, Bk C, V1 pgs 47-48, 75, 188, 204 CT, 213; V2 pgs 516, 529 CT, 540 CT, 588, 590, 644, 726 CT, 746	TE, Bk D, V1 pgs 16, 130, 242, 282; V2 pgs 408, 470 CW, 556, 630, 672	TE, Bk E, V1 pgs 52-54, 83-84 CW, 95-96, 113, 123-124; V2 pgs 494-495, 548 CT, 609-610, 622, 648-650, 661-664, 674, 685, 686	TE, Bk F, V1 pgs 19, 188-190, 201
	<b>(LA.E.1.3)-4 Knows how mood or meaning is conveyed in poetry (e.g.</b>					TE, Bk E, V1 pgs 52-54, 68, 80, 83-84 CW,	TE, Bk F, V1 pgs 188-190, 201

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm).					95-96, 113, 135; V2 pgs 648-650, 674	
	(L.A.E.1.3)-5 Identifies common themes in literature.					TE, Bk E, V1 pgs 52, 80, 95, 186-187	TE, Bk F, V1 pg 202
<b>(L.A.E.2.3) The student responds critically to fiction, nonfiction, poetry, and drama.</b>							
	(L.A.E.2.3)-1 Understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.				TE, Bk D, V1 pgs 90, 92, 101-104, 122-123, 221-223; V2 pgs 453, 622	TE, Bk E, V1 pgs 201, 212, 376, 389, 400; V2 pgs 512, 610, 622, 771, 784	TE, Bk F, V1 pg 103
	(L.A.E.2.3)-2 Responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.	TE, Bk A, V1 pgs 128 CT, 200 CT	TE, Bk B, V1 pgs 125 CT, 213 CT, 409 CT; V2 pgs 490 CT, 528	TE, Bk C, V1 pgs 115-116, 218 CT, 276 CT; V2 pgs 516, 648	TE, Bk D, V1 pgs 48, 134 CT, 311	TE, Bk E, V1 pg 362 CT	TE, Bk F, V1 pgs 80 CT, 263 CT, 340 CT

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Grades 6-8**

Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p><b>(LA.E.2.3)-3 Knows that a literary text may elicit a wide variety of valid responses.</b></p> <p>In <i>LANGUAGE!</i> Students are asked many different kinds of questions based on the selections in the <i>Student Text</i>, which elicit a wide variety of responses. The Bloom's Taxonomy chart shows the wide range of signal words used in these questions.</p> <p>See <i>Teachers Resource Guide</i> pgs 171-172</p>	TE, Bk A, V1 pgs 33, 45, 120 CT, 128 CT, 158	TE, Bk B, V1 pg 409 CT; V2 pgs 553 CT, 634 CT	TE, Bk C, V1 pgs 137 CT, 324, 382-383	TE, Bk D, V1 pgs 121-122, 125 CT, 183-184, 360; V2 pg 438	TE, Bk E, V1 pgs 54-55, 186-187, 255-256, 411; V2 pg 685	TE, Bk F, V1 pgs 76, 126, 212, 340 CT
	<p><b>(LA.E.2.3)-4 Knows ways in which literature reflects the diverse voices of people from various backgrounds.</b></p> <p>In <i>LANGUAGE!</i> Through text readings, students are exposed to a variety of cultures and the people in them.</p>	TE, Bk A, V1 pgs 62 CT, 72 CT; V2 pgs 557-558, 569-570	TE, Bk B, V1 pgs 125 CT, 134 CT, 200 CT, 213 CT; V2 pgs 475 CT, 490 CT	TE, Bk C, V1 pgs 187-188, 394 CT, 405 CT; V2 pgs 469 CT, 482 CT, 624, 646-648, 659 CT	TE, Bk D, V1 pgs 197 CT; V2 pgs 586 CT, 599 CT	TE, Bk E, V1 pgs 24-25, 82 CT, 126 CT, 229-230, 244, 272 CT, 283 CT; V2 pgs 471-472, 718, 747	TE, BK F, V1 pgs 24-25, 263 CT 352-353, 373-374

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**LANGUAGE! The Comprehensive Literacy Curriculum  
Correlation to Florida Achievement Standards**

**Books A-F for  
Grades 6-8**

Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	<p><b>(LA.E.2.3)-5 Recognizes different approaches that can be applied to the study of literature, including thematic approaches such as change, personal approaches such as what an individual brings to his or her study of literature, historical approaches such as how a piece of literature reflects the time period in which it was written.</b></p> <p>In <i>LANGUAGE!</i> Each Unit is based on a target word. Students study the target word’s phonology and multiple meanings through the text selections.</p>	TE, Bk A, V1 pgs 62 CT, 120 CT, 128 CT, 186 CT, 252 CT, 320CT; V2 pg 505 CT	TE, Bk B, V1 pgs 63 CT, 125 CT, 200 CT, 263 CT, 400 CT; V2 pgs 543 CT, 758 CT	TE, Bk C, V1 pgs 67 CT, 128 CT, 204, CT, 266 CT; V2 pgs 604 CT, 763 CT	TE, Bk D, V1 pgs 63 CT, 125 CT, 197 CT, 257 CT, 324 CT; V2 pgs 454 CT, 586 CT	TE, Bk E, V1 pgs 203 CT, 272 CT, 351 CT, 413 CT; V2 pgs 487 CT, 548 CT	TE, Bk F, V1 pg 140 CT
	<p><b>(LA.E.2.3)-6 Identifies specific questions of personal importance and seeks to answer them through literature.</b></p>					TE, Bk E, V1 pgs 363 CW, 634	
	<p><b>(LA.E.2.3)-7 Identifies specific interests and the literature that will satisfy those interests.</b></p> <p>In <i>LANGUAGE!</i></p>			TE, Bk C, V1 pg 156; V2 pg 558		TE, Bk E, V1 Multimedia presentations	TE, Bk F, V1 pgs 326, 336; V2 Multimedia presentations

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Benchmark	Content Knowledge And Skills	Book A	Book B	Book C	Book D	Book E	Book F
	Students are given the opportunity to chose a topic of interest, research that topic through literature, and present their information to the class.						
	<b>(L.A.E.2.3)-8 Knows how a literary selection can expand or enrich personal viewpoints or experiences.</b>	TE, Bk A, V1 pgs 128 CT, 200 CT	TE, Bk B, V1 pgs 125 CT, 213 CT, 409 CT; V2 pgs 490 CT, 528	TE, Bk C, V1 pgs 115-116, 218 CT, 276 CT; V2 pgs 516, 648	TE, Bk D, V1 pgs 48, 134 CT, 311	TE, Bk E, V1 pg 362 CT	TE, Bk F, V1 pgs 80 CT, 263 CT, 340 CT
	<b>(L.A.C.3.3)-2 Asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.</b>	TE, Bk A, V1 pg 332 CT	TE, Bk B, V2 pg 634 CT		TE, Bk D, V1 pg 77 CW, 201 Developing Spoken Language, 266 CT	TE, Bk E, V1 pgs 14-15, 123, Multimedia presentations; V2 559 CT, 697	TE, Bk F, V1 pgs 64, 202; V2 Multimedia presentations