

# **Grade Level Expectations for the Sunshine State Standards**

## **Language Arts Grades 6-8**



F L O R I D A  
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**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Strand A: Reading*

*Standard 1: The student uses the reading process effectively.*

*Benchmark LA.A.1.3.1: The student uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.*

Grade Level Expectations

The student:

Sixth

1. predicts ideas or events that may take place in the text, gives rationale for predictions, and confirms and discusses predictions as the story progresses.
2. uses prereading strategies before reading (for example, a KWL or skimming text headings, bold type, and other text features).
3. makes predictions about purpose and organization using background knowledge and text structure knowledge.
4. reads and predicts from graphic representations (for example, illustrations, diagrams, graphs, maps).

Seventh

1. extends and applies previously learned prereading knowledge and skills of the sixth grade with increasingly complex reading selections and assignments and tasks.

Eighth

1. refines and applies previously learned prereading knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks.

*Benchmark LA.A.1.3.2: The student uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.*

Grade Level Expectations

The student:

Sixth

1. uses context and word structure clues to interpret words and ideas in text.
2. makes inferences and generalizations about what is read.
3. uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Seventh

1. uses context and word structure clues to interpret words and ideas in text.
2. makes inferences and generalizations about what is read.
3. uses graphic organizers and note-making to clarify meaning and to illustrate organizational pattern of texts.
4. compares and contrasts similar information contained in different text selections.

Eighth

1. extends previously learned knowledge and skills of the seventh grade with increasingly complex reading selections and assignments and tasks (for example, using context and word structure, making inferences and generalizations, using graphic organizers and note-making, comparing and contrasting).

*Benchmark LA.A.1.3.3: The student demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.*

Grade Level Expectations

The student:

Sixth

1. identifies word parts such as prefixes, suffixes, and root words.
2. uses word origins as a strategy in understanding historical influences on word meanings.
3. selects appropriate meaning for a word according to context.
4. analyzes word relationships such as analogies.
5. distinguishes denotative and connotative meanings of words.
6. studies word meanings consistently (for example, across curricular content).

Seventh

1. extends the vocabulary-building expectations of the sixth grade using seventh grade or higher level vocabulary.

Eighth

1. extends the vocabulary-building expectations of the seventh grade using eighth grade or higher level vocabulary.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.A.1.3.4: The student uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.*

**Grade Level Expectations**

The student:

**Sixth**

1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
2. restates text by note making or summarizing.
3. examines other sources to clarify meaning (for example, encyclopedia, web site, or expert).
4. uses a graphic organizer to clarify meaning of text.

**Seventh**

1. monitors own comprehension and makes modifications when understanding breaks down by rereading a portion aloud or silently.
2. restates or paraphrases text by summarizing.
3. uses the text's structure or progression of ideas) to locate and recall information (for example, cause and effect. chronology).
4. analyzes information from one textual source to create a report.

**Eighth**

1. refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, monitoring comprehension, modifying understanding, summarizing, using text structure for recall, analyzing information to create a report).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Standard 2: The student constructs meaning from a wide range of texts.*

*Benchmark LA.A.2.3.1: The student determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.*

Grade Level Expectations

The student:

Sixth

1. determines a text's major ideas and how those ideas are supported with details.
2. draws inferences and supports them with text evidence and experience (for example, conclusions or generalizations).
3. paraphrases and summarizes text to recall, inform, or organize ideas.
4. analyzes ways writers organize and present ideas (for example, through chronology, comparison-contrast, cause-effect).

Seventh

1. extends the expectations of the sixth grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

Eighth

1. refines previously learned knowledge and skills of the seventh grade with increasingly complex reading texts and assignments and tasks (for example, main ideas, supporting details, inferences, summarizing, analysis of organization and presentation of ideas).

*Benchmark LA.A.2.3.2: The student identifies the author's purpose and/or point of view in a variety of texts and uses the information to construct meaning.*

Grade Level Expectations

The student:

Sixth

1. discusses the meaning and role of point of view in a variety of texts.
2. states the author's purpose and relates it to specific details from the text.

Seventh

1. understands ways the author's perspective or point of view affects a text.
2. states the author's purpose and relates it to specific details from the text.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Eighth

3. understands ways the author's perspective or point of view affects a text.
1. states the author's purpose and relates it to specific statements from text.

*Benchmark LA.A.2.3.3: The student recognizes logical, ethical, and emotional appeals in texts.*

Grade Level Expectations

The student:

Sixth

1. recognizes persuasive techniques in text.

Seventh

1. identifies persuasive and propaganda techniques in text.
2. delineates the strengths and weaknesses of an argument in persuasive text.
3. recognizes ethical and unethical statements in text.

Eighth

1. knows persuasive and propaganda techniques in text.
2. delineates the strengths and weaknesses of an argument in persuasive text.
3. knows the difference between logical and illogical, and ethical and unethical statements in a piece of text.

*Benchmark LA.A.2.3.4: The student uses a variety of reading materials to develop personal preferences in reading.*

Grade Level Expectations

The student:

Sixth

1. develops personal reading preferences through exploring a variety of prose, poetry and nonfiction.

Seventh

1. develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Eighth

1. develops and expands personal reading preferences through exploring a variety of prose, poetry and nonfiction.

*Benchmark LA.A.2.3.5: The student 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.*

Grade level Expectations

The student:

Sixth

1. forms and revises questions for investigations (including but not limited to questions arising from readings).
2. uses print and electronic sources to locate books, documents, and articles.
3. organizes and interprets information from a variety of sources for a school or real-world task.

Seventh

1. extends previously learned knowledge and skills of the sixth grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

Eighth

1. refines previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, forming questions for readings, using print and electronic sources to locate information, organizing information from a variety of sources for real-world tasks).

*Benchmark LA.A.2.3.6: The student 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 topics.*

Grade Level Expectations

The student:

Sixth

1. chooses reference materials appropriate to research purpose.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

2. uses multiple sources to locate information relevant to research questions (including electronic texts, experts, print resources).

Seventh

1. gathers information from a variety of sources, including primary sources (for example, magazines and newspapers).
2. evaluates and uses information from a variety of sources (including primary sources) when researching content area topics.

Eighth

1. gathers information from a variety of sources, including primary sources.
2. evaluates and uses information from a variety of sources when researching content area topics (including but not limited to primary sources).

*Benchmark LA.A.2.3.7: The student synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.*

Grade Level Expectations

The student:

Sixth

1. separates collected information into useful components using a variety of techniques.
2. synthesizes collected information using a matrix or other graphic organizer.

Seventh

1. classifies and records information (for example, using note cards, data files).
2. compiles information using graphic organizers (for example, timelines, circle diagrams).
3. organizes and summarizes information using a format (for example, note cards).

Eighth

4. classifies and records information (for example, using note cards, data files).
1. compiles information using an organizer (for example, a spreadsheet).
2. compares and contrasts elements within or across texts.
3. records bibliographic information using a format such as source cards.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.A.2.3.8: The student checks the validity and accuracy of information obtained from research, in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, recognizing that personal values influence the conclusions an author draws.*

**Grade Level Expectations**

The student:

**Sixth**

1. distinguishes between fact and opinion.
2. examines texts for identification of strong versus weak arguments.
3. uses resources, such as expert opinion, to check the validity of information obtained from research.
4. identifies and examines the influence of personal values on the conclusions an author draws.

**Seventh**

1. cites, examines, and discusses the use of and differences between fact and opinion within a text.
2. knows differences between strong versus weak arguments and relevant and irrelevant information in reading selections.
3. understands the use of comparison and contrast in a text.
4. understands the influence of personal values on the conclusions an author draws.

**Eighth**

1. extends previously learned knowledge and skills of the seventh grade with increasingly complex texts and assignments and tasks (for example, differences between fact and opinion, strong versus weak arguments, relevant and irrelevant information, comparison and contrast, influence of personal values).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Strand B: Writing*

*Standard 1: The student uses writing processes effectively.*

*Benchmark LA.B.1.3.1: The student organizes information before writing according to the type and purpose of writing.*

Grade Level Expectations

The student:

Sixth

1. knows possible prewriting strategies for different writing tasks.
2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
3. experiments with various prewriting strategies to accommodate individual learning style.

Seventh

1. knows possible prewriting strategies for different writing tasks.
2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
3. experiments with various prewriting strategies to accommodate individual learning style.

Eighth

1. knows possible prewriting strategies for different writing tasks.
2. uses a prewriting strategy suitable for the task (for example, brainstorming, using a graphic organizer, listing ideas).
3. experiments with various prewriting strategies to accommodate individual learning style.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.B.1.3.2: The student drafts and revises writing that*

- *is focused, purposeful, and reflects insight into the writing situation;*
- *conveys a sense of completeness and wholeness with adherence to the main idea;*
- *has an organizational pattern that provide for a logical progression of ideas;*
- *has support that is substantial, specific, relevant, concrete, and/or illustrative;*
- *demonstrates a commitment to and an involvement with the subject;*
- *has clarity in presentation of ideas;*
- *uses creative writing strategies appropriate to the purpose of the paper;*
- *demonstrates a command of language (word choice) with freshness of expression;*
- *has varied sentence structure and sentences that are complete except when fragments are used purposefully; and*
- *has few, if any, convention errors in mechanics, usage, punctuation.*

**Grade Level Expectations**

The student:

**Sixth**

1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses an appropriate organizational pattern having a beginning, middle, end and transitional devices.
3. demonstrates a commitment to and an involvement with the subject that engages the reader.
4. demonstrates a command of the language including precise word choice and use of appropriate figurative language.
5. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
6. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
7. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.

**Seventh**

1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

3. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.
4. demonstrates a commitment to and an involvement with the subject that engages the reader.
5. demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).
6. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
7. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
8. analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.

**Eighth**

1. focuses on a central ideas or topic (for example, excluding loosely related, extraneous, or repetitious information).
2. uses devices to develop relationships among ideas (for example, transitional devices; paragraphs that show a change in time, idea, or place; cause-and-effect relationships).
3. uses supporting ideas, details, and facts from a variety of sources to develop and elaborate topic.
4. demonstrates a commitment to and an involvement with the subject that engages the reader.
5. demonstrates a command of the language (including but not limited to precise word choice, appropriate figurative language).
6. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness (for example, considering audience, sequencing events, choosing effective words; using specific details to clarify meaning).
7. proofreads writing to correct convention errors in mechanics, usage, and punctuation, using dictionaries, handbooks, and other resources, including teacher or peers, as appropriate.
8. analyzes and revises draft to further develop a piece of writing by adding or deleting details and explanations; clarifying difficult passages; and rearranging words, sentences, and paragraphs to improve meaning.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.B.1.3.3: The student 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.*

**Grade Level Expectations**

The student:

**Sixth**

1. uses resources such as dictionary and thesaurus to confirm spelling.
2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).
3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).
4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
5. uses a variety of sentence structures (including but not limited to parallel structure).
6. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

**Seventh**

1. uses resources such as dictionary and thesaurus to confirm spelling.
2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).
3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).
4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

5. uses a variety of sentence structures (including but not limited to parallel structure, compound and complex sentences).
6. uses a variety of formatting (including but not limited to the use of electronic technology).
7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

**Eighth**

1. uses resources such as dictionary and thesaurus to confirm spelling.
2. uses conventions of punctuation (including but not limited to commas, colons, semicolon, quotation marks, apostrophes).
3. uses conventions of capitalization (including but not limited to the names of organizations, nationalities, races, languages, religions).
4. uses various parts of speech correctly in written work (including but not limited to subject and verb agreement, common noun and pronoun agreement, possessive forms, the comparative and superlative of adjectives and adverbs).
5. uses a variety of sentence structures including parallel structure, compound and complex sentences.
6. uses a variety of formatting (including but not limited to the use of electronic technology).
7. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).

*Standard 2: The student writes to communicate ideas and information effectively.*

*Benchmark LA.B.2.3.1: The student writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.*

**Grade Level Expectations**

The student:

**Sixth**

1. writes notes, outlines, comments, and observations that reflect comprehension of sixth grade level or higher content from a variety of media.

**Seventh**

1. writes notes, outlines, comments, and observations that reflect comprehension of seventh grade level or higher content from a variety of media.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Eighth

1. writes notes, outlines, comments, and observations that reflect comprehension of eighth grade level or higher content from a variety of media.

*Benchmark LA.B.2.3.2: The student organizes information using alphabetical, chronological, and numerical systems.*

Grade Level Expectations

The student:

Sixth

1. logically sequences information using alphabetical, chronological, and numerical systems.

Seventh

1. logically sequences information using alphabetical, chronological, and numerical systems.

Eighth

1. logically sequences information using alphabetical, chronological, and numerical systems.

*Benchmark LA.B.2.3.3: The student selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.*

Grade Level Expectations

The student:

Sixth

1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

Seventh

1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository)

Eighth

1. selects and uses a format for writing which addresses the audience, purpose, and occasion (including but not limited to narrative, persuasive, expository).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.B.2.3.4: The student uses electronic technology including databases and software to gather information and communicate new knowledge.*

Grade Level Expectations

The student:

Sixth

1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Seventh

1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

Eighth

1. uses electronic technology appropriate to writing tasks (including but not limited to the Internet, databases and software) to create, revise, retrieve, and verify information.

*Strand C: Listening, Viewing, and Speaking*

*Standard 1: The student uses listening strategies effectively.*

*Benchmark LA.C.1.3.1: The student listens and uses information gained for a variety of purposes, such as gaining information from interviews, following directions, and pursuing a personal interest.*

Grade Level Expectations

The student:

Sixth

1. follows verbal directions.
2. paraphrases information.
3. expands and enhances personal interest through listening.

Seventh

1. follows verbal directions.
2. formulates questions and conducts an interview.
3. paraphrases information.
4. expands and enhances personal interest through listening.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Eighth

1. follows verbal directions.
2. formulates questions and conducts an interview.
3. paraphrases information.
4. expands and enhances personal interest through listening.

*Benchmark LA.C.1.3.2: The student selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.*

Grade Level Expectations

The student:

Sixth

1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Seventh

1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

Eighth

1. listens to fiction, drama, nonfiction, and informational presentations based on personal preferences.

*Benchmark LA.C.1.3.3: The student acknowledges the feelings and messages sent in a conversation.*

Grade Level Expectations

The student:

Sixth

1. recognizes verbal and nonverbal cues and responds appropriately.

Seventh.

2. recognizes verbal and nonverbal cues and responds appropriately.

Eighth

2. recognizes verbal and nonverbal cues and responds appropriately.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.C.1.3.4: The student uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.*

**Grade Level Expectations**

The student:

**Sixth**

1. stays alert while listening.
2. makes eye contact while listening.
3. demonstrates appropriate body language while listening.
4. asks pertinent questions during activities such as interviews and discussions.
5. summarizes main points and supporting details orally and in writing.

**Seventh**

1. demonstrates effective listening behaviors for a variety of purposes (for example, using eye contact, note-making, appropriate posture).
2. asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussion.
3. summarizes main points and supporting details orally or in writing.
4. uses information gained for a variety of purposes.

**Eighth**

1. demonstrates effective listening behaviors for a variety of purposes (for example, eye contact, note-making, appropriate posture).
2. asks appropriate, challenging questions for elaboration or clarification during activities such as interviews and discussions.
3. summarizes main points and supporting details orally or in writing.
4. uses information gained for a variety of purposes.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Standard 2: The student uses viewing strategies effectively.*

*Benchmark LA.C.2.3.1: The student determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.*

Grade Level Expectations

The student:

Sixth

1. summarizes main concept and lists supporting details in a nonprint message.
2. identifies biases, stereotypes, and persuasive techniques in a nonprint message.

Seventh

1. summarizes main concept and lists supporting details in a nonprint message.
2. identifies biases and stereotypes in a nonprint message.
3. responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence).

Eighth

1. summarizes the main concept and lists supporting details in a nonprint message.
2. identifies biases and stereotypes in a nonprint message.
3. responds to persuasive techniques and nonverbal cues in a nonprint message (for example, body language, silence, juxtaposition).

*Benchmark LA.C.2.3.2: The student uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.*

Grade Level Expectations

The student:

Sixth

1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).

Seventh

1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Eighth

1. demonstrates nonverbal cues to convey a message to an audience (for example, movement, gestures, facial expressions).

*Standard 3: The student uses speaking strategies effectively.*

*Benchmark LA.C.3.3.1: The student understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation.*

Grade Level Expectations

The student:

Sixth

1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
2. organizes and effectively delivers a speech using a basic beginning, middle, and end.

Seventh

1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
2. uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.
3. organizes and effectively delivers a speech using a beginning, middle, and end.

Eighth

1. evaluates classroom presentations according to volume, stress, pacing, and pronunciation.
2. uses a rating sheet to compare and contrast effective and ineffective presentations according to volume, stress, pacing, and pronunciation.
3. organizes and effectively delivers a speech using a beginning, middle, and end.

*Benchmark LA.C.3.3.2: The student asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences.*

Grade Level Expectations

The student:

Sixth

1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).
2. participates as a contributor and occasionally acts as a leader in a group discussion.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Seventh

1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).
2. alternates between roles of contributor and leader in a group discussion.

Eighth

1. participates in classroom discussions using effective speaking strategies (for example, asking questions, making observations).
2. alternates between roles of contributor and leader in a group discussion.

*Benchmark LA.C.3.3.3: The student speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.*

Grade Level Expectations

The student:

Sixth

1. identifies the occasion, audience, and purpose for speaking.
2. uses appropriate grammar, word choice, and pacing.
3. uses language which is clear, audible, and suitable.
4. delivers a speech which appropriately addresses the audience.

Seventh

1. identifies the occasion, audience, and purpose for speaking.
2. uses appropriate grammar, word choice, and pacing.
3. uses language which is clear, audible and suitable.
4. delivers an effective informational, persuasive, or technical speech.

Eighth

1. identifies the occasion, audience, and purpose for speaking.
2. uses appropriate grammar, word choice, and pacing.
3. uses language that is clear, audible, and suitable.
4. delivers an effective informational, persuasive, or technical speech.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Strand D: Language*

*Standard 1: The student understands the nature of language.*

*Benchmark LA.D.1.3.1: The student understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.*

Grade Level Expectations

The student:

Sixth

1. knows patterns and rules found in the English language (for example, grammar usage, word pronunciation).

Seventh

1. identifies patterns and rules found in the English language (for example, grammar usage, word pronunciation).

Eighth

1. identifies and uses the patterns and rules of the English language (for example, grammar usage, word pronunciation).

*Benchmark LA.D.1.3.2: The student demonstrates an awareness that language and literature are primary means by which culture is transmitted.*

Grade Level Expectations

The student:

Sixth

1. understands ways culture and time period influence a literary work.

Seventh

1. understands ways culture and time period influence a literary work.
2. compares and contrasts literature from different time periods and cultures to understand concepts and themes.

Eighth

1. understands ways culture and time period influence a literary work.
2. compares and contrasts literature from different time periods and cultures to understand concepts and themes.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.D.1.3.3: The student demonstrates an awareness of the difference between the use of English in formal and informal settings.*

Grade Level Expectations

The student:

Sixth

1. knows when to use formal and informal English based on audience and purpose.

Seventh

1. knows when to use formal and informal English based on audience and purpose.
2. transfers information gathered and recorded informally into a formal presentation.

Eighth

1. knows when to use informal and formal English based on audience and purpose.
2. transfers information gathered and recorded informally into a formal presentation.

*Benchmark LA.D.1.3.4: The student understands that languages change over time.*

Grade Level Expectations

The student:

Sixth

1. explores origin and historical development of words.
2. explores changes in sentence patterns over the years.
3. identifies slang, both past and present.

Seventh

1. explores the origin and historical development of words.
2. identifies slang, both past and present.
3. analyzes words and sentence patterns that have changed in meaning over the years.

Eighth

1. explores the origin and historical development of words and usage patterns.
2. identifies slang, both past and present.
3. analyzes words and sentence patterns that have changed in meaning over the years.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Standard 2: The student understands the power of language.*

*Benchmark LA.D.2.3.1: The student selects language that shapes reactions, perceptions, and beliefs.*

Grade Level Expectations

The student:

Sixth

1. uses words and images that best express intended messages.

Seventh

1. uses words and images that best express intended messages.
2. uses language appropriate to purpose and audience.

Eighth

1. uses words and images that best express intended messages.
2. uses language appropriate to purpose and audience.

*Benchmark LA.D.2.3.2: The student uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.*

Grade Level Expectations

The student:

Sixth

1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Seventh

1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

Eighth

1. uses figurative language techniques to create and comprehend meaning (for example, similes, metaphors, analogies, anecdotes, sensory language).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.D.2.3.3: The student distinguishes between emotional and logical argument.*

Grade Level Expectations

The student:

Sixth

1. recognizes emotional and logical arguments in written, oral, and visual communication.
2. understands differences between propaganda and logical reasoning strategies.

Seventh

1. distinguishes between emotional and logical arguments in written, oral and visual communication.
2. understands difference between propaganda and logical reasoning strategies.

Eighth

1. distinguishes between emotional and logical arguments in written, oral and visual communication.
2. understands differences between propaganda and logical reasoning strategies.

*Benchmark LA.D.2.3.4: The student understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising.*

Grade Level Expectations

The student:

Sixth

1. understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Seventh

1. selects communication tools that will enhance understanding.
2. knows ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

Eighth

1. selects communication tools that will enhance understanding.
2. understands ways the tools of graphics, pictures, color, motion, music, and computer technology affect communication across the media.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

3. evaluates strengths and weaknesses of multimedia tools in presentations.

*Benchmark LA.D.2.3.5: The student incorporates audiovisual aids in presentations.*

Grade Level Expectations

The student:

Sixth

1. uses multimedia tools to enhance presentations.

Seventh

1. uses multimedia tools to enhance presentations.

Eighth

1. uses multimedia tools to enhance presentations.

*Benchmark LA.D.2.3.6: The student understands specific ways that mass media can potentially enhance or manipulate information.*

Grade Level Expectations

The student:

Sixth

1. understands ways mass media may enhance or manipulate information.

Seventh

1. understands ways mass media may enhance or manipulate information.

Eighth

1. understands ways mass media may enhance or manipulate information.

*Benchmark LA.D.2.3.7: The student understands that laws exist that govern what can and cannot be done with mass media.*

Grade Level Expectations

The student:

Sixth

1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

Seventh

1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).

Eighth

1. understands ways laws govern use of mass media (for example, plagiarism, copyright, libel, slander).
2. identifies examples of libel and slander in the media.

*Strand E: Literature*

*Standard 1: The student understands the common features of a variety of literary forms.*

*Benchmark LA.E.1.3.1: The student identifies the defining characteristics of classic literature, such as timelessness, deals with universal themes and experiences, and communicates across cultures.*

Grade Level Expectations

The student:

Sixth

1. identifies universal themes in various types of literature.

Seventh

1. identifies universal themes in various types of literature.
2. compares and contrasts themes in classic and contemporary literature.

Eighth

1. identifies universal themes in various types of literature.
2. compares and contrasts themes in classic and contemporary literature.

*Benchmark LA.E.1.3.2: The student recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.*

Grade Level Expectations

The student:

Sixth

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

1. describes or illustrates the setting in a literary text.
2. explains character development in a literary text.
3. creates a graphic organizer that represents the complex elements of a plot in a literary text.

Seventh

1. compares and contrasts characters from various texts.
2. compares and contrasts settings from various texts.
3. compares and contrasts plot elements from various texts.
4. knows the primary conflicts and explains their resolutions in a variety of text types.

Eighth

1. compares and contrasts characters from various texts.
2. compares and contrasts settings from various texts.
3. compares and contrasts plot elements from various texts.
4. differentiates between major and minor conflicts and their resolutions in a variety of texts.

*Benchmark LA.E.1.3.3: The student 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 nonfiction.*

Grade Level Expectations

The student:

Sixth

1. recognizes and understands elements of author's craft (including but not limited to symbolism, figurative language, flashback, foreshadowing).
2. understands the role of point of view in a literary or informational text.

Seventh

1. knows ways the author's word choice contributes to the meaning of a text.
2. identifies symbolism and figurative language used effectively in fiction and nonfiction.
3. knows the role of point of view or persona in a literary or informational text.
4. identifies literary devices (for example, foreshadowing, flashbacks, irony).
5. understands the mood in a literary work.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

6. identifies persuasion techniques in literary works.

**Eighth**

1. knows ways the author's word choice contributes to the meaning of a text.
2. analyzes and describes the use of symbolism and figurative language in fiction or nonfiction.
3. knows the role of point of view or persona in a literary or informational text.
4. knows how foreshadowing and flashbacks contribute to plot development of the text.
5. recognizes the types of irony used in texts.
6. infers the mood in a literary work.
7. analyzes and explains persuasion techniques in literary works.

*Benchmark LA.E.1.3.4: The student knows how mood or meaning is conveyed in poetry, such as, word choice, dialect, invented words, concrete or abstract terms, sensory or figurative language; use of sentence structure, line length, punctuation, and rhythm.*

**Grade Level Expectations**

The student:

**Sixth**

1. identifies effective word choice, uses of dialect, and sensory or figurative language in poetry.
2. understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
3. describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.

**Seventh**

1. knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.
2. understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).
3. understands ways line length, punctuation, and rhythm contribute to the overall effect of a poem.

**Eighth**

1. knows ways effective word choice, uses of dialect and sensory or figurative language contribute to the mood or meaning of a poem.
2. understands the impact on the reader of specific word choices (for example, multiple meanings, invented words, concrete or abstract terms, figurative language).

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

3. describes how line length, punctuation, and rhythm contribute to the overall effect of a poem.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

*Benchmark LA.E.1.3.5: The student identifies common themes in literature.*

Grade Level Expectations

The student:

Sixth

1. knows common recurring themes in literature.
2. compares and contrasts themes across texts.

Seventh

1. knows possible themes in a variety of literary texts.
2. knows and explains themes that appear across cultures.
3. knows recurring and timeless themes in literary works.

Eighth

1. recognizes and summarizes possible themes in a variety of literary works, including classic literature.
2. identifies and explains themes which appear across cultures.
3. discusses recurring and timeless themes in literary works.

*Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.*

*Benchmark LA.E.2.3.1: The student understands how character and plot development, point of view, and tone are used in various selections to support a central conflict or story line.*

Grade Level Expectations

The student:

Sixth

1. knows the motives for a character's actions.
2. knows the events in the plot related to the central conflict.
3. knows the point of view of a literary work and how it affects the story line.
4. knows how cause-and-effect relationships affect the development of a plot.

Seventh

1. knows the reasons for a character's actions.
2. knows the events in the plot related to the central conflict.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

3. knows ways cause-and-effect relationships affect the development of a plot.
4. knows ways the tone of a literary work is used to support its story line.
5. knows and describes from various characters' points of view a situation related to the central conflict in a literary work.

**Eighth**

1. knows the reasons for a character's actions.
2. knows the events in the plot related to the central conflict and identifies the rising action and climax/resolution where applicable.
3. knows ways the tone of a literary work is used to support its story line.
4. knows from various characters' points of view a situation related to the central conflict in a literary work.

*Benchmark LA.E.2.3.2: The student responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life.*

**Grade Level Expectations**

The student:

**Sixth**

1. selects a key passage that reflects personal convictions.
2. explains or demonstrates how phrases, sentences, or passages relate to personal life.

**Seventh**

1. selects a key passage that reflects personal convictions.
2. explains or demonstrates how phrases, sentences, or passages relate to personal life.

**Eighth**

1. selects a key passage that reflects his/her personal convictions.
2. explains or demonstrates how phrases, sentences, or passages relate to personal life.

*Benchmark LA.E.2.3.3: The student knows that a literary text may elicit a wide variety of valid responses.*

**Grade Level Expectations**

The student:

**Sixth**

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

1. recognizes that a literary text may elicit a variety of valid responses.

**Seventh**

1. recognizes that a literary text elicit a variety of valid responses.

**Eighth**

1. knows that a text may elicit a variety of valid responses.

*Benchmark LA.E.2.3.4: The student knows ways in which literature reflects the diverse voices of people from various backgrounds.*

**Grade Level Expectations**

**The student:**

**Sixth**

1. reads literature by authors from various cultural and historical backgrounds.

**Seventh**

1. reads literature by authors from various cultural and historical backgrounds.

**Eighth**

1. reads literature by authors from various cultural and historical backgrounds.

*Benchmark LA.E.2.3.5: The student 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.*

**Grade Level Expectations**

**The student:**

**Sixth**

1. knows different literary approaches that are used in the study of literature.

**Seventh**

1. knows different literary approaches that are used in the study of literature.

**Eighth**

1. knows different literary approaches that are used in the study of literature.

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

2. supports a particular literary approach or interpretation of a text with information from other texts (for example, historical or personal).

*Benchmark LA.E.2.3.6: The student identifies specific questions of personal importance and seeks to answer them through literature.*

Grade Level Expectations

The student:

Sixth

1. gains a better understanding of self through the reading of literature.

Seventh

1. gains a better understanding of self through the reading of literature.
2. explains the influence of a particular text on personal growth and development.

Eighth

1. gains a better understanding of self through the reading of literature.
2. explains the influence of a particular text on personal growth and development.

*Benchmark LA.E.2.3.7: The student identifies specific interests and the literature that will satisfy those interests.*

Grade Level Expectations

The student:

Sixth

1. reads literature for personal pleasure.

Seventh

1. reads literature for personal pleasure.

Eighth

1. reads literature for personal pleasure.

*Benchmark LA.E.2.3.8: The student knows how a literary selection can expand or enrich personal viewpoints or experiences.*

Grade Level Expectations

**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

The student:

Sixth

1. reads and discusses literature with differing viewpoints to enhance perspective.

Seventh

1. reads and discusses literature with differing viewpoints to enhance perspective.

Eighth

1. reads and discusses literature with differing viewpoints to enhance perspective.



**Sunshine State Standards  
Grade Level Expectations  
Language Arts  
Grades 6-8**

