

			<p>Note: Levels A-I represent Grade Levels K-8;</p>
<p>Florida - Grade 8 -Language Arts Standards /Benchmarks 2005</p>			<p>PLATO Courseware Covering Florida - Grade 8 - Language Arts</p>
<p>Reading</p>			
<p>Standard 1: The student uses the reading process effectively. (L.A.A.1.3)</p>			
<p>1. uses background knowledge of the subject and text structure knowledge to make complex predictions of content, purpose, and organization of the reading selection.</p>			<p><u>Intermediate Reading Strategies</u> - Using Prior Knowledge When You Read;</p>
<p>2. uses a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.</p>			<p><u>Essential Reading Skills 1</u> - Comparisons; Compound Words; Cause and Effect Words; <u>Essential Reading Skills 2</u>- Finding What you Need; Drawing Conclusions; Working with Order; Finding Cause and Effect; Finding What's Similar and Wha's Different; Finding Facts and Opinions;</p>
<p>3. demonstrates consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.</p>			<p><u>Essential Reading Skills 2</u> - Being a Word Detective; <u>Intermediate Reading Strategies</u> - Enriching Your Vocabulary;</p>
<p>4. uses strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade level-appropriate report.</p>			<p><u>Intermediate Reading Strategies</u> - Summarizing What's Important;</p>
<p>Standard 2: The student constructs meaning from a wide range of texts. (L.A.A.2.3)</p>			

1. determines the main idea or essential message in a text and identifies relevant details and facts and patterns of organization.			<u>Essential Reading Skills 2</u> - Finding Main Ideas 1 & 2; What Happens Next?
2. identifies the author’s purpose and/or point of view in a variety of texts and uses the information to construct meaning.			<u>Intermediate Writing Process and Practice</u> - Addressing Different Perspectives; Using Published Writing as a Model;
3. recognizes logical, ethical, and emotional appeals in texts.			<u>Projects for the Real World I</u> - Talk It Out (Arguments); Call An Expert (Solve Problems);
4. uses a variety of reading materials to develop personal preferences in reading.			<u>Reading for Information</u> - Reading Reports;
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.			<u>Reading for Information</u> - Reading Forms;
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 topics.			<u>Reading for Information</u> - Reading Reference and Technical Material;
7. synthesizes and separates collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.			<u>Fundamental Writing Process and Practice</u> - Taking Notes; Outlining;
8. 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.			<u>Intermediate Writing Process and Practice</u> - Citing Information Sources; Balancing Research with Original Ideas; Supporting Your Arguments with the Right Evidence;
Writing			
Standard 1: The student uses writing processes effectively. (L.A.B.1.3)			

<p>1. organizes information before writing according to the type and purpose of writing.</p>		<p><u>Intermediate Writing Process and Practice</u> - Understanding the Goals of the Assignment; <u>Writing Series</u> - Topic Sentence, Unnecessary Sentences; Order of Sentences in a Paragraph;</p>
<p>2. 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 provides 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, and punctuation.</p>		<p><u>Projects for the Real World I</u> - Edit Bylaws; <u>Intermediate Writing Process and Practice</u>- Writing with Strong Modifiers; <u>Writing Series</u> - Transitional Devices; Improving Structure in Paragraphs; Paragraph Development and Organization; Grammar Series (Course includes parts of speech); Building and Using Sentences (Module includes sentences, clauses, run-ons, parts of speech); Sentence Structure (Module includes fragments, clauses parallel structure, etc.)</p>
<p>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.</p>		<p><u>Projects for the Real World I</u> - Edit Posters (Capitalization); <u>Intermediate Writing Process and Practice - Grammar and Mechanics HH</u> (Module includes pronouns, using words, fused run-ons, capitals with names, etc.); <u>Grammar and Mechanics II</u> (Module includes pronouns, verbs, using -ly, run-ons, sentence fragments, etc.); <u>Writing Series</u> - Mechanics Series (Course includes capital letters, commas, colons, quotation marks, spelling rules, etc.); Essay Writing;</p>
<p>Standard 2: The student writes to communicate ideas and information effectively. (LA.B.2.3)</p>		
<p>1. writes text, notes, outlines, comments, and observations that demonstrate comprehension of content and experiences from a variety of media.</p>		<p><u>Intermediate Writing Process and Practice</u> - Using Your Own Words to Develop Ideas; Choosing Your Point of View; <u>Writing in the Workplace</u> - Writing Notes and Short Memos;</p>

2. organizes information using alphabetical, chronological, and numerical systems.			<u>Writing in the Workplace</u> - Writing Directions;
3. selects and uses appropriate formats for writing, including narrative, persuasive, and expository formats, according to the intended audience, purpose, and occasion.			<u>Projects for the Real World I</u> - Making a Pitch (Proposals); <u>Intermediate Writing Process and Practice</u> - Compare/Contrast and Problem/Solution Models;
4. uses electronic technology including databases and software to gather information and communicate new knowledge.			<u>Intermediate Writing Process and Practice</u> - Finding Information on the Internet; Moving Beyond the Goals of the Assignment;
Listening, Viewing, and Speaking			
Standard 1: The student uses listening strategies effectively. (L.A.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. 2. selects and listens to readings of fiction, drama, nonfiction, and informational presentations according to personal preferences.			<u>Fundamental Reading Strategies</u> - Visualizing When You Read; <u>Communication</u> - Interpersonal Communication (Module);
3. acknowledges the feelings and messages sent in a conversation. 4. uses responsive listening skills, including paraphrasing, summarizing, and asking questions for elaboration and clarification.			<u>Communication</u> - Small Group Communication (Module); <u>Fundamental Reading Strategies</u> - Using a Question/Answer Strategy; <u>Fundamental Writing Process and Practice</u> - Asking Research Questions;
Standard 2: The student uses viewing strategies effectively. (L.A.C.2.3)			
1. determines main concept, supporting details, stereotypes, bias, and persuasion techniques in a nonprint message.			<u>Fundamental Reading Strategies</u> - Locating What's Important;

<p>2. uses movement, placement, juxtaposition, gestures, silent periods, facial expressions, and other nonverbal cues to convey meaning to an audience.</p>			<p>See Standard 3, #1;</p>
<p>Standard 3: The student uses speaking strategies effectively. (LA.C.3.3)</p>			
<p>1. understands how volume, stress, pacing, and pronunciation can positively or negatively affect an oral presentation. 2. asks questions and makes comments and observations that reflect understanding and application of content, processes, and experiences. 3. speaks for various occasions, audiences, and purposes, including conversations, discussions, projects, and informational, persuasive, or technical presentations.</p>			<p><u>Communication</u> - Presentations(Module);</p>
<p>Language</p>			
<p>Standard 1: The student understands the nature of language. (LA.D.1.3)</p>			
<p>1. understands that there are patterns and rules in semantic structure, symbols, sounds, and meanings conveyed through the English language.</p>			<p><u>Projects for the Real World I</u> - Avoid Trouble (Double Negatives; Root Words); <u>Writing Series</u> - Word Usage (Module includes plurals, synonyms, negative words, homophones, word confusion, possessives, pronouns, adjectives, etc.);</p>
<p>2. demonstrates an awareness that language and literature are primary means by which culture is transmitted.</p>			<p><u>Projects for the Real World H</u> - Celebrate (African-American Holidays); <u>Advanced Reading Strategies</u> - Reading Literature;</p>
<p>3. demonstrates an awareness of the difference between the use of English in formal and informal settings.</p>			<p><u>Projects for the Real World I</u> - Go to Court (Formal-File a Claim in Court); <u>Fundamental Writing Process and Practice</u> - Writing in a Formal Style;</p>

4. understands that languages change over time.			<u>Advanced Reading Strategies</u> - Reading History;
Standard 2: The student understands the power of language. (L.A.D.2.3)			
1. selects language that shapes reactions, perceptions, and beliefs.			<u>Projects for the Real World H</u> - Living Memories (History); <u>Intermediate Writing Process and Practice</u> - Writing Strong Introductions; Choosing Your Point of View;
2. uses literary devices and techniques in the comprehension and creation of written, oral, and visual communications.			<u>Fundamental Reading Strategies</u> - Using Pictures to Help You Understand; <u>Intermediate Reading Strategies</u> - Monitoring Your Comprehension;
3. distinguishes between emotional and logical argument.			<u>Intermediate Reading Strategies</u> - Discovering Facts and Opinions; <u>Projects for the Real World I</u> - Work Together;
4. understands how the multiple media tools of graphics, pictures, color, motion, and music can enhance communication in television, film, radio, and advertising. 5. incorporates audiovisual aids in presentations.			<u>Intermediate Reading Strategies</u> - Using Graphics to Help You Understand; <u>Data Skills</u> - Constructing Graphs and Charts;
6. understands specific ways that mass media can potentially enhance or manipulate information.			<u>Projects for the Real World H</u> - Get the Word Out! (Ads);
7. understands that laws exist that govern what can and cannot be done with mass media.			PLATO does not cover this benchmark;
Literature			
Standard 1: The student understands the common features of a variety of literary forms. (L.A.E.1.3)			

1. identifies the defining characteristics of classic literature, such as timelessness, dealing with universal themes and experiences, and communicating across cultures.			<u>Vocabulary and Reading Stories</u> 5 & 6;
2. recognizes complex elements of plot, including setting, character development, conflicts, and resolutions.			<u>Projects for the Real World I</u> - Scriptwriting; Casting Call; Where to Shoot; Making a Scene; Time Factors;
3. understands various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flash back, persuasion techniques, and point of view in both fiction and nonfiction.			<u>Essential Reading Skills</u> - Idioms; Similes; <u>Writing Series</u> - Diction and Style (Module includes confusing words, inappropriate language, word choice, figures of speech, effective writing, etc.)
4. 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.			<u>Intermediate Reading Strategies</u> - Making Inferences; <u>Vocabulary and Reading Literature</u> 8A - 8C;
5. identifies common themes in literature.			See benchmarks on Literature above;
Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. (LA.E.2.3)			

<p>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. 2. responds to a work of literature by interpreting selected phrases, sentences, or passages and applying the information to personal life. 3. knows that a literary text may elicit a wide variety of valid responses. 4. knows ways in which literature reflects the diverse voices of people from various backgrounds. 4. knows ways in which literature reflects the diverse voices of people from various backgrounds. 4. knows ways in which literature reflects the diverse voices of people from various backgrounds. 6. identifies specific questions of personal importance and seeks to answer them through literature. 7. identifies specific interests and the literature that will satisfy those interests.</p>			<p><u>Vocabulary and Reading Literature</u> 8D - 8F;</p>
<p>8. knows how a literary selection can expand or enrich personal viewpoints or experiences.</p>			<p><u>Vocabulary and Reading Information</u> 5&6; <u>Vocabulary and Reading Expository</u> Text 8;</p>
<p><u>Courses Used in this Alignment:</u> Projects for the Real World; Vocabulary and Reading Comprehension; Essential Reading Skills; Fundamental Reading Strategies; Intermediate Reading Strategies; Advanced Reading Strategies; Fundamental / Intermediate Writing Process and Practice; Communication; Reading for Information; Writing in the Workplace; Writing Series;</p>			