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**Access Language Arts**

**Grade 4**

**(#7710015)**

**Course Standards**

**[ELA.4.C.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14968)** Demonstrate legible cursive writing skills.

**Clarifications:**
*Clarification 1*: Students will produce cursive writing that can be consistently read by others.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17912) | Write cursive letters. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14969) Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.

**Clarifications:**
*Clarification 1*: Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.

*Clarification 2*: See [Writing Types](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17922) | Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words, and an ending. |  |  |  |
| Essential Understandings | * Participate in a shared writing activity of creating a narrative
* Select a personal story or topic to create a narrative
* Create a beginning, middle and end of a narrative
* Add details to the beginning, middle and end
* Include transitional words such as first, next, and last in a narrative
* Define personal narrative as a story relating to a personal experience
* Define fiction as not real
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14970) Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.

**Clarifications:**
*Clarification 1*: See [Writing Types](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) and [Elaborative Techniques](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17932) | Write a claim about a topic using evidence from a source with transitions. |  |  |  |
| Essential Understandings | * Participate in a shared writing activity of expressing a claim
* Identify a shared experience or topic to create a claim
* Explore sources to support a claim
* Identify evidence from a source to support a claim
* Identify transition words
* Select transition words to use in a claim
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14971)Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.

**Clarifications:**
*Clarification 1*: See [Writing Types](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) and [Elaborative Techniques](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17942) | Write an expository text about a topic, using a source, providing an introduction, facts, and a conclusion with transitions. |  |  |  |
| Essential Understandings | * Participate in a shared writing activity explaining or describing something
* Select a topic to write about
* Compose an introduction
* Identify a fact about a topic using a student’s preferred form of expressive communication
* Identify facts from a source
* Compose a conclusion
* Identify transition words that can be incorporated into expository text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14972) Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17952) | Improve writing as needed by planning, revising, and editing with guidance, support and modeling from adults and feedback from peers. |  |  |  |
| Essential Understandings | * Participate in a shared planning of writing activity with a model
* Participate in a shared revision and editing of writing activity with a model
* Participate in a shared writing activity modeling giving feedback
* Plan a writing piece
* Edit a given piece of writing with guidance and support from an adult
* Comment on a peer’s writing (give feedback)
* Ask a peer about their writing
* Revise writing piece to address feedback from peer to add more detail, description or information
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14973)Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

**Clarifications:**
*Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation.

*Clarification 2*: For further guidance, see the [Elementary Oral Communication Rubric](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17962) | Express information in a logical sequence, using nonverbal cues using the student’s identified mode of communication. |  |  |  |
| Essential Understandings | * Model expressing information
* Indicate wants and needs
* Use words or phrases
* Modeling volume (speaking volume and device volume)
* Model first/then sequence
* Model complete sentences in oral and written expression
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.4.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14974)** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**
*Clarification 1*: Skills to be mastered at this grade level are as follows:

* Use subject-verb agreement with intervening clauses and phrases.
* Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
* Use conjunctions.

Skills to be implemented but not yet mastered are as follows:

* Use principal modals to indicate the mood of a verb.
* Use appositives, main clauses, and subordinate clauses.
* Recognize and correct inappropriate shifts in tense and number.
* Use conjunctions correctly to join words and phrases in a sentence.
* Use verbals including gerunds, infinitives, and participial phrases.
* Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

*Clarification 2*: See [Convention Progression by Grade Level](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) for more information.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| ELA.4.C.3.AP.1 | Follow the rules of standard English grammar, punctuation, capitalization, and spelling.* Identify and use prepositions and prepositional phrases.
* Maintain consistent verb tense within a paragraph.
 |  |  |  |
| Essential Understandings | * Using a cloze sentence structure, select the appropriate preposition or prepositional phrase to complete the sentence
* Identify prepositions from examples and non-examples
* Given a sentence with a preposition or prepositional phrase, match the sentence to a picture that illustrates it
* Answer a question about a picture using a correct preposition or prepositional phrase (e.g., Where is the kitten? Under the table.)
* Match related present tense and past tense examples of regular verbs (e.g., jump and jumped, walk and walked, learn and learned)
* Determine if two example sentences have the same or different verb tenses
* Using a cloze sentence structure, select the correct verb tenses from given choices to maintain consistent verb tense throughout a paragraph
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14975) Conduct research to answer a question, organizing information about the topic, using multiple valid sources.

**Clarifications:**
*Clarification 1*: While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17973) | Participate in research to answer a question, organizing information about the topic, using provided valid sources. |  |  |  |
| Essential Understandings | * Choose from pre-selected valid books and/or websites for information on a topic
* Choose a photograph and/or artifact from research to support the topic
* Using visual supports, answer a question about the topic
* Using graphic organizer to organize information
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14976) Arrange multimedia elements to create emphasis in oral or written tasks.

**Clarifications:**
*Clarification 1*: Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17986) | Use one or more multimedia elements to create emphasis in oral or written tasks. |  |  |  |
| Essential Understandings | * Use drawings, pictures, artifacts, audio or digital representations
* Match a multimedia element with a detail
* Select a time/place to add multimedia element to add emphasis
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14977) Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17999) | Use digital writing tools individually or collaboratively to draft and revise writing with support from adults. |  |  |  |
| Essential Understandings | * Explore digital tools that can be used to produce a draft writing
* Select a digital tool to produce a draft writing
* Use digital features to revise draft (e.g., spell check, thesaurus, immersive reader, etc..,)
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.4.F.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/14955)** Use knowledge of grade-level phonics and word-analysis skills to decode words.

a.Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.

**Clarifications:**
*Clarification 1*: At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension.
As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.F.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17764) | Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.F.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14956) Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**
*Clarification 1*: See [Fluency Norms](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixE.pdf) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.

*Clarification 2*: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixE.pdf) for prosody.

*Clarification 3*: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) and appropriate in content and qualitative measures.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.F.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17771) | Read grade-level text at the student’s ability level with accuracy and expression. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14957) Explain how setting, events, conflict, and character development contribute to the plot in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17781) | Show how setting, events, conflict, and character development relate to the plot in a literary text. |  |  |  |
| Essential Understandings | * Identify a problem in the story (e.g., What was one problem in the story?)
* Identify a solution in the story (e.g., How was the problem solved?)
* Identify how a character develops or changes throughout a literary text
* Identify how setting develops or changes throughout a literary text
* Identify how events develop or change throughout a literary text
* Identify main elements of the plot, (What happens in the beginning, the middle and the end of a story.)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14958) Explain a stated or implied theme and how it develops, using details, in a literary text.

**Clarifications:**
*Clarification 1*: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17792) | Identify a stated theme and how it develops, using details, in a literary text. |  |  |  |
| Essential Understandings | * Identify a detail
* Answer questions about the theme of a story
* Recognize whether a detail relates to the theme
* Identify how the character responds to situations
* Define stated theme as the author’s underlying message that is directly stated in the text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14959) Identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text.

**Clarifications:**
*Clarification 1*: The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17806) | Identify the narrator’s point of view and character perspective in a literary text. |  |  |  |
| Essential Understandings | * Define narrator: speaker telling the story
* Identify the narrator
* Define point of view: as the view of the person telling the story, i.e., first person, second person, third-person omniscient
* Identify characters in a story
* Identify how characters think or feel about someone or something
* Define perspective: how a character thinks, or feels about someone or something
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14960) Explain how rhyme and structure create meaning in a poem.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17816) | Identify repeated words, rhyme or phrases that create meaning in a poem. |  |  |  |
| Essential Understandings | * Choose repeated words, rhyme or phrases in a poem
* Answer questions to explore how a poem makes you feel
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14961) Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17826) | Identify the text structures of problem/solution, sequence, and description and how they contribute meaning in texts. |  |  |  |
| Essential Understandings | * Identify problem/solution in a text: what was the problem and how was it solved
* Identify sequence in a text: things that follow each other in an order (e.g., dates, days of the week, sequence of events, times of day)
* Identify description in a text: qualities and characteristics
* Recognize text structure covers the whole text
* Recognize the purpose of a text
* Recognize the central idea of a text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14962) Explain how relevant details support the central idea, implied or explicit.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17837) | Identify relevant details that support an explicit central idea. |  |  |  |
| Essential Understandings | * Define central idea: the most important idea of a text
* Define relevant detail: a small piece of important information in a text related to the topic
* Choose relevant details that support the explicit
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14963) Explain an author’s perspective toward a topic in an informational text.

**Clarifications:**
*Clarification 1*: The term perspective means “a particular attitude toward or way of regarding something.”

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17848) | Explain an author’s perspective toward a topic in an informational text. |  |  |  |
| Essential Understandings | * Define perspective: author’s opinion/viewpoint on a topic
* Select evidence to support perspective
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14964) Explain an author’s claim and the reasons and evidence used to support the claim.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17862) | Identify an author’s claim by selecting evidence and a reason used to support the claim. |  |  |  |
| Essential Understandings | * Define author’s claim: a statement that asserts something is true; it can be a fact or opinion
* Define evidence: information from sources including facts, figures and details used to prove the author’s opinion
* Define reason: think about something in order to form a conclusion or judgement
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14965)Explain how figurative language contributes to meaning in text(s).

**Clarifications:**
*Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.

*Clarification 2*: See [Elementary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17874) | Identify examples of when figurative language is used to contribute to meaning in a text. |  |  |  |
| Essential Understandings | * Identify similes, idioms, or alliteration in a sentence
* Identify metaphors, personification, or hyperbole in a sentence
* Contribute to a discussion about how figurative language adds meaning to a text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.3.2**](https://www.cpalms.org/PreviewStandard/Preview/14966)**:** Summarize a text to enhance comprehension.

1. Include plot and theme for a literary text.
2. Include the central idea and relevant details for an informational text.

**Clarifications:**
*Clarification 1*: Most grade-level texts are appropriate for this benchmark.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.3.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/17885) | Identify the plot and theme for a literary text. |  |  |  |
| Essential Understandings | * Define Theme: the message the author wants to convey
* Define plot: chain of connected events that make up a story
* Identify a problem in the story (e.g., What was one problem in the story?)
* Identify a solution in the story (e.g., How was the problem solved?)
* Identify how a character develops throughout a literary text
* Identify how setting develops throughout a literary text
* Identify how events develop throughout a literary text
 |  |  |  |
| [ELA.4.R.3.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/17886) | Identify the central idea and relevant details for an informational text. |  |  |  |
| Essential Understandings | * Define central idea: what the text is mainly about
* Given details, identify relevant details of an informational text
* Identify the central idea for an informational text from given choices
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14967) Compare and contrast accounts of the same event using primary and/or secondary sources.

**Clarifications:**
*Clarification 1*: Introduce the terms “primary sources” and “secondary sources.”

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17902) | Compare a primary and secondary source on the same event. |  |  |  |
| Essential Understandings | * Using accounts of the same familiar event identify primary and secondary sources
* Recognize the concepts of primary source and secondary source
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14978) Use grade-level academic vocabulary appropriately in speaking and writing.

**Clarifications:**
*Clarification 1*: Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18011) | Identify and use grade-level academic vocabulary appropriately in communication. |  |  |  |
| Essential Understandings | * Use familiar academic vocabulary using the student’s preferred mode of communication
* Identify and use familiar academic vocabulary using the student’s preferred mode of communication
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14979) Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

**Clarifications:**
*Clarification 1*: See [Common Greek and Latin Roots](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) 3-5 and [Affixes](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| ELA.4.V.1.AP.2 | Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade level content at the student’s ability level. |  |  |  |
| Essential Understandings | * Recognize the correct use of familiar words with Greek and Latin roots, base words, and affixes within example sentences
* Match base words and their common inflections to form new words
* Identify the meaning of familiar or common affixes (e.g., re-, un-, -s, -ing)
* Identify the meaning of familiar base words (e.g., equal, see, thought, learn, fair, break)
* Identify the meaning of common Greek roots (e.g., bio, meter, tele) and Latin roots (e.g., cent, multi, port)
* Locate base words and affixes within a word
* Locate Greek and Latin roots within a word
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.4.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14980) Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**Clarifications:**
*Clarification 1*: Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.

*Clarification 2*: See [Context Clues](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) and [Word Relationships](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf).

*Clarification 3*: See [ELA.4.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/14965) and [Elementary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.4.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17975) | Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade level content at the student’s ability level with guidance and support. |  |  |  |
| Essential Understandings | * Locate and use the table of contents, glossary, and/or index in a text to determine the meaning of an unknown word
* Identify common word relationships (synonyms, antonyms, homonyms, and homophones)
* Select pictures that depict known parts of the sentence
* Identify unknown words in a familiar text presented auditorily or visually
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K12.EE.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[**ELA.K12.EE.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15202) Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See [Text Complexity](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) for grade-level complexity bands and a text complexity rubric.

[**ELA.K12.EE.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[**ELA.K12.EE.4.1**:](https://www.cpalms.org/Public/PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

[**ELA.K12.EE.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15205) Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[**ELA.K12.EE.6.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.