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**Access M/J Language Arts 2**

**(#7810012)**

**Course Standards**

**[ELA.7.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15066)** Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

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

*Clarification 2*: See [Secondary 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.7.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17919) | Write a personal narrative using a recognizable point of view, precise words and figurative language. |  |  |  |
| Essential Understandings | * Define personal narrative as a story relating to a personal experience * Define figurative language * Define and find examples of point of view (first person) * Locate the precise words and figurative language using a modeled narrative * With guidance and support, create a list of precise words and figurative language |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15067) Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.

**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.7.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17929) | Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. |  |  |  |
| Essential Understandings | * Define claim * Identify examples of a given claim * Given a list of possible arguments choose those which support a given claim * Sort relevant and irrelevant sources that support a given claim * Identify reason/evidence that supports a given claim * Use a list of transitions to support a claim (ex. for that reason, therefore, the second point that should be made,) to link claims, ideas, and reasons * Define and identify examples of a counterclaim * Use a list of transitions to support a counterclaim (ex. however, on the other hand, to the contrary) * With guidance and support, use transitions to create a logical organizational structure (e.g., definition, compare/contrast, and cause/effect * Identify the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote * Identify elaborative techniques used by an author to strengthen argument |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15068) Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.

**Clarifications:**  
*Clarification 1*: 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.7.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17939) | Write an expository text to explaininformation from a source(s), using relevant supporting details and a logical organizational pattern. |  |  |  |
| Essential Understandings | * Define and identify examples of expository writing * Identify the topic from the source(s) * Identify facts and details related to the topic * Sort relevant and irrelevant information related to the topic * Develop the topic by identifying at least one or more relevant facts, definitions, quotes, examples, or details * Use a list of transitions (ex. first, second, lastly, a second kind of, in the same way) to link ideas and supporting evidence * With guidance and support, use a logical organizational structure (e.g., definition, compare/contrast, and cause/effect) using transitions |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15069) *Improve writing by planning, revising, and editing, considering feedback from adults and peers.*

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.C.1.AP.5](https://www.cpalms.org/Public/PreviewStandard/Preview/15069) | Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. |  |  |  |
| Essential Understandings | * Identify the purpose for writing * Identify and/or choose a topic * Find key words located in the prompt/task that describe the writing purpose (inform, argue, persuade, convince, choose, etc.) * Use an outline or other organizer to identify topics and/or arguments to be discussed * With an adult or peer, evaluate to make sure writing stays on topic * With an adult or peer, revise writing and delete or add relevant information as necessary * With an adult or peer, review writing to be sure the requirements of the task/prompt have been met * With an adult or peer, review writing for proper spelling, punctuation, grammar, and readability throughout |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15070)*Present information orally, in a logical sequence, emphasizing key points that support the central idea.*

***Clarifications:*** *Clarification 1: For further guidance, see the* [*Secondary 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.7.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17959) | Present information in a logical sequence, emphasizing key points that support the central idea, using the student’s mode of communication with guidance and support. |  |  |  |
| Essential Understandings | * Sort relevant and irrelevant information related the central idea * Order key details to support the central idea * Present information |  |  |  |
| Resources: |  |  |  |  |

**[ELA.7.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15071)** 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:

* Appropriately use colons.
* Appropriately use dangling modifiers.
* Appropriately use ellipses.
* Appropriately use hyphens.
* Vary sentence structure.

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

* Appropriately use passive and active voice.
* Use semicolons to form sentences.
* Use verbs with attention to voice and mood.
* Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

*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.7.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18556) | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.  Use pronouns correctly with regard to case, number and a person, correcting for vague pronoun reference. |  |  |  |
| Essential Understandings | * Recognize the symbol for a semicolon * Identify the purpose of a semicolon * Insert semicolons into a given sentence * Identify verbs that convey the voice and/or mood of a topic * Write a sentence using a verb from a list that conveys the voice and/or mood of a topic |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15072)Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

**Clarifications:**  
*Clarification 1*: There is no requirement that students research the additional questions generated.

*Clarification 2*: 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.7.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17969) | Conduct research to answer a question, drawing on reliable and valid sources and generating an additional question, with guidance and support. |  |  |  |
| Essential Understandings | * Identify a question to be answered through research * Define valid and reliable sources * Identify sources (ex. .org, .gov, journals versus blogs or social media) which would provide reliable information related to the question * Explore sources to be used for research with guidance and support |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15073) Integrate diverse digital media to build cohesion 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 presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17982) | Arrange one or more elements of digital media to enhance understanding in oral or written tasks with guidance and support. |  |  |  |
| Essential Understandings | * Identify the intended audience * Evaluate the advantages of using different digital media (e.g., audio clip, digital text, video, multimedia) to present a particular topic or idea * Identify from provided choices which multimedia feature matches the task (e.g., audio clip, embedded video, maps, and diagrams) * With guidance and support, determine what multimedia features should/could be included in the presentation to enhance understanding |  |  |  |
| Resources: |  |  |  |  |

**[ELA.7.C.5.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15074)** Use digital tools to produce and share writing.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17995) | Identify digital tools to produce and share writing. |  |  |  |
| Essential Understandings | * Explore available digital tools (ex. Word prediction software, grammar and spelling checks, digital dictionary and thesaurus, voice to text software, text to voice software, writing enhancement software, citation software) * Choose one or more digital tools to plan, draft, and revise writing * Use core features of common word processing programs (save, print, bold, italics) * When using digital tools, identify notations/symbols that represents errors in grammar, punctuation, capitalization, and spelling * With guidance and support, revise writing to correct errors in grammar, punctuation, capitalization, and spelling * With guidance and support, explore digital tools used to share writing (ex. digital presentation software, email, social media, video presentation, YouTube) * Choose one or more digital tools (ex. digital presentation software, email, social media, video presentation, YouTube) to share writing |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15054)Analyze the impact of setting on character development and plot in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17778) | Explain how the setting impacts the characters and the plot in a literary text. |  |  |  |
| Essential Understandings | * Identify characters in the text * From a list, select key details relevant to the setting * Identify setting(s) in the text (where and/or time) * Identify changes in a character * Use various methods to show how the setting impacts the characters * Use various methods to show how the setting impacts the plot * Identify main elements of the plot, (exposition, rising action, climax, falling action, conclusion.) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15055) Compare two or more themes and their development throughout a literary text.

**Clarifications:**  
*Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.   
*Clarification 2*: Students should continue to work with the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17789) | Find the similarities between two themes and their development throughout a literary text. |  |  |  |
| Essential Understandings | * Define theme as the underlying message the author wants to convey * Identify the key details and/or events in the beginning, middle and end of a text * Recognize positive or negative tones throughout the text * Recognize how events contribute to positive or negative tones * Discuss how the tones change throughout the text * Identify two themes (message) in the text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15056) Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

**Clarifications:**  
*Clarification 1*: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.

*Clarification 2*: “Shifts in point of view” refers to a change in the narrator’s point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17802) | ELA.7.R.1.AP.3a Identify an unreliable narrator. |  |  |  |
| Essential Understandings | * Define an unreliable narrator * Explain components of a reliable/unreliable narrator to include honesty, knowledge, experience * List characteristics of an unreliable narrator from a given text. (ex. having a secret, exaggerates, untruthful) |  |  |  |
| Resources: |  |  |  |  |
| [ELA.7.R.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17803) | Explain how the narrator’s shifts in points of view change in the text. |  |  |  |
| Essential Understandings | * Define point of view as the view of the person telling the story, i.e., first person, second person, third-person omniscient * Identify the narrator’s point of view at the beginning, middle and end of the text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15057)Analyze the impact of various poetic forms on meaning and style.

**Clarifications:**  
*Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See [Appendix B](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) for examples.

*Clarification 2*: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17813) | Explain how the style of a poem affects its meaning. |  |  |  |
| Essential Understandings | * Recognize various poetry structures * List the characteristics of a sonnet * Identify a sonnet * List the characteristics of a villanelle * Identify a villanelle * Identify the meaning of a poem |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15058) Explain how individual text sections and/or features convey a purpose in texts.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17823) | Describe the purpose of a specific text section in a text. |  |  |  |
| Essential Understandings | * Identify the central idea of a text * Identify the author’s purpose for writing a text * Identify examples of text sections (heading, graphs, maps, captions) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15059) Compare two or more central ideas and their development throughout a text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.2.AP.2](https://www.cpalms.org/Public/PreviewStandard/Preview/15059) | Identify twocentral ideas and their development throughout a text. |  |  |  |
| Essential Understandings | * Identify significant events throughout a text * Use the facts (definitions, concrete details, or quotes) in a text to determine the central ideas * Explain how the facts develop in the beginning, middle and end of a text * Define central idea as what the text is mainly about |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15060)Explain how an author establishes and achieves purpose(s) through diction and syntax.

**Clarifications:**  
*Clarification 1*: This benchmark focuses on the way in which diction (the author’s word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17845) | Explain how the author’s word choice influences the purpose of the text. |  |  |  |
| Essential Understandings | * Determine authors’ purpose * Find relevant words that support the authors’ purpose * Discuss how the author’s choice of words achieves a purpose |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15061)Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

**Clarifications:**  
*Clarification 1*: For more information on types of reasoning, see [Types of Logical Reasoning](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf). *Clarification 2*: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning (Informal)](https://www.cpalms.org/Protected/Standards/Clarification%201:%20For%20more%20information%20on%20types%20of%20reasoning,%20see%20Types%20of%20Logical%20Reasoning.%20Clarification%202:%20Instruction%20in%20types%20of%20reasoning%20will%20include%20fallacies%20in%20reasoning.%20Fallacies%20that%20are%20related%20to%20content,%20informal%20fallacies,%20will%20be%20the%20focus.%20See%20Fallacies%20in%20Reasoning%20(Informal).).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.7.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17859) | Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument. |  |  |  |
| Essential Understandings | * Identify differences between facts and opinions * Define types of reasoning (deductive, inductive, abductive) * Make connections between the text and background knowledge * Identify reliable/unreliable sources * Discuss the effectiveness of the argument * Discuss the ineffectiveness of the argument |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15062) Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

**Clarifications:**  
*Clarification 1*: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

*Clarification 2*: See [Secondary 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.7.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17871) | Explain how figurative language contributes to tone and meaning of text(s). |  |  |  |
| Essential Understandings | * Define tone by identifying negative and/or positive language that expresses the writer’s feelings toward a subject/topic * Determine the tone and meaning of a text * Identify an example of figurative language * With guidance and support, discuss how figurative language contributes to tone and meaning |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15063)Paraphrase content from grade-level texts.

**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.7.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17881) | Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Identify central idea * Identify and list key details within the central idea * With guidance and support, retell the text in your own words |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15064) Compare and contrast how authors with differing perspectives address the same or related topics or themes.

**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.7.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17899) | Compare and contrast how two authors with different perspectives view the same theme in a text with grade-level appropriate content at the student’s skill level. |  |  |  |
| Essential Understandings | * Define compare as similarities and contrast as differences * Define theme as the message the author wants to convey * Define perspectives (authors position or opinion) * Identify the theme of a text(s) * Identify the authors’ view/perspective of the theme * With guidance and support, identify details that support the theme * Identify what positions or opinions are different * Identify what positions or opinions are the same |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15065) Explain the meaning and/or significance of rhetorical devices in a text.

**Clarifications:**  
*Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [7.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15062) with the addition of irony and rhetorical questioning.

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

*Clarification 3*: See [Rhetorical Devices](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.7.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17909) | Identify the meaning of irony in a text with grade level content at the student’s ability level. |  |  |  |
| Essential Understandings | * Define irony * With guidance and support, list examples of irony * Identify a phrase, sentence or paragraph that contains irony from a list |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15075) Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**  
*Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2*: Academic vocabulary appropriate to grade level refers to 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.7.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18008) | Use grade-level academic vocabulary in communication, using the student’s mode of communication. |  |  |  |
| Essential Understandings | * With guidance and support, create a list of academic vocabulary words related to a given topic * Determine possible meanings of academic vocabulary as it is used in a text. * From a list, use the academic vocabulary in a sentence * From a list, identify which academic vocabulary is related to a given topic |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15076) Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**  
*Clarification 1*: See [Common Greek and Latin Roots](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) 6-8 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.7.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18019) | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support. |  |  |  |
| Essential Understandings | * Identify the meaning of the most common Greek and Latin suffixes * Identify the meaning of the most common Greek and Latin prefixes * Identify the meaning of the most common Greek and Latin roots * From a list, use the context to help decide which Greek or Latin definition is the most appropriate choice |  |  |  |
| Resources: |  |  |  |  |

[**ELA.7.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15077) Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**  
*Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary.

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

*Clarification 3*: See [ELA.7.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15062) and [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

[**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.