Benchmarks for Excellent Student Thinking (B.E.S.T.)

English Language Arts (ELA)

Access Points-Alternate Academic Achievement Standards (AP-AAAS) and Essential Understandings (EUs)

Grades Kindergarten-12

Progression of Foundations Benchmarks

		Progression of Foundational Skills
Print Concepts	ELA.K.F.1.1	Demonstrate knowledge of the basic concepts of print.
		a. Locate a printed word on a page.
		Access Point
		ELA.K.F.1.AP.1a Identify a printed word.
		b. Distinguish letters from words within sentences.
		Access Point
		ELA.K.F.1.AP.1b Distinguish letters from words.
		c. Match print to speech to demonstrate that language is represented by print.
		Access Point
		ELA.K.F.1.AP.1c Match print to receptive language to demonstrate that language is represented by print.
		d. Identify parts of a book (front cover, back cover, title page).
		Access Point
		ELA.K.F.1.AP.1d Identify parts of a book (front cover, back cover, title page) with a model.
		e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
		Access Point
		ELA.K.F.1.AP.1e Move left to right on the printed page.
		f. Identify all upper- and lowercase letters of the alphabet.
		Access Point
		ELA.K.F.1.AP.1f Identify upper- and lowercase letters of the alphabet.
		g. Recognize that print conveys specific meaning and pictures may support meaning.
		Access Point
		ELA.K.F.1.AP.1g Recognize that print conveys specific meaning and pictures may support meaning.
	ELA.1.F.1.1	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
		Access Point
		ELA.1.F.1.AP.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model.
Phonological Awareness	ELA.K.F.1.2	Demonstrate phonological awareness.
		a. Blend and segment syllables in spoken words.
		Access Point
		ELA.K.F.1.AP.2a Blend and segment syllables in spoken words.
		b. Identify and produce alliterative and rhyming words.
		Access Point
		ELA.K.F.1.AP.2b Identify and produce alliterative and rhyming words.
		c. Blend and segment onset and rimes of single-syllable words.
		Access Point
		ELA.K.F.1.AP.2c Blend and segment onset and rimes of single-syllable words.
		d. Identify the initial, medial and final sound of spoken words.
		Access Point
		ELA.K.F.1.AP.2d Identify the initial, medial and final sound of spoken words.
		e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
		Access Point
		ELA.K.F.1.AP.2e Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student's mode of communication.
		f. Segment and blend phonemes in single syllable spoken words.

		Access Point
		ELA.K.F.1.AP.2f Segment and blend phonemes in single syllable spoken words.
	ELA.1.F.1.2	Demonstrate phonological awareness.
		a. Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
		Access Point
		ELA.1.F.1.AP.2a Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
		b. Orally blend initial, medial and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
		Access Point
		ELA.1.F.1.AP.2b Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs.
		c. Blend single syllable spoken words with at least five phonemes.
		Access Point
		ELA.1.F.1.AP.2c Blend single syllable spoken words with at least four phonemes.
		d. Segment single-syllable spoken words with at least five phonemes.
		Access Point
		ELA.1.F.1.AP.2d Segment single-syllable spoken words with at least four phonemes.
		e. Segment and blend phonemes in multi-syllable spoken words.
		Access Point
		ELA.1.F.1.AP.2e Segment and blend phonemes in familiar multi-syllable spoken words.
	ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables and sounds.
		a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
		Access Point
		ELA.612.F.2.AP.1a Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student's mode of communication.
		b. Accurately segment single-syllable and multisyllabic words.
		Access Point
		ELA.612.F.2.AP.1b Segment single-syllable and multisyllabic words using the student's mode of communication.
Phonics and Word Analysis	ELA.K.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Demonstrate knowledge of the most frequent sound for each consonant.
		Access Point
		ELA.K.F.1.AP.3a Demonstrate knowledge of the most frequent sound for consonants.
		ELA.K.F.1.AP.3b Demonstrate knowledge of the short and long sounds for the five major vowels.
		c. Decode consonant-vowel-consonant (CVC) words.
		Access Point
		ELA.K.F.1.AP.3c Decode consonant-vowel-consonant (CVC) words.
		d. Encode consonant-vowel-consonant (CVC) words.
		Access Point
		ELA.K.F.1.AP.3d Encode consonant-vowel-consonant (CVC) words.
	ELA.1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.

		Access Point
		ELA.1.F.1.AP.3a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		b. Decode simple words with r-controlled vowels.
		Access Point
		ELA.1.F.1.AP.3b Decode simple words with r-controlled vowels.
		c. Decode and encode regularly spelled one-syllable words.
		Access Point
		ELA.1.F.1.AP.3c Decode and encode regularly spelled one-syllable words.
		d. Decode words with inflectional endings.
		Access Point
		ELA.1.F.1.AP.3d Decode words with inflectional endings.
		e. Decode two-syllable words with regular patterns by breaking the words into syllables.
		Access Point
		ELA.1.F.1.AP.3e Decode two-syllable words with regular patterns by breaking the words into syllables.
		f. Decode words that use final -e and vowel teams to make long-vowel sound.
		Access Point
		ELA.1.F.1.AP.3f Decode words that use final -e and vowel teams to make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		Access Point
		ELA.2.F.1.AP.3a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		b. Decode regularly spelled two-syllable words with long and short vowels.
		Access Point
		ELA.2.F.1.AP.3b Decode regularly spelled two-syllable words with long and short vowels.
		c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		Access Point
		ELA.2.F.1.AP.3c Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		d. Decode words with common prefixes and suffixes.
		Access Point
		ELA.2.F.1.AP.3d Decode words with common prefixes and suffixes.

Phonics and Word Analysis		ELA.K.F.1.AP.3b Demonstrate knowledge of the short and long sounds for the five major vowels.
		c. Decode consonant-vowel-consonant (CVC) words.
		Access Point
		ELA.K.F.1.AP.3c Decode consonant-vowel-consonant (CVC) words.
		d. Encode consonant-vowel-consonant (CVC) words.
		Access Point
		ELA.K.F.1.AP.3d Encode consonant-vowel-consonant (CVC) words.
	ELA.1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		Access Point
		ELA.1.F.1.AP.3a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		b. Decode simple words with r-controlled vowels.
		Access Point
		ELA.1.F.1.AP.3b Decode simple words with r-controlled vowels.
		c. Decode and encode regularly spelled one-syllable words.
		Access Point
		ELA.1.F.1.AP.3c Decode and encode regularly spelled one-syllable words.
		d. Decode words with inflectional endings.
		Access Point
		ELA.1.F.1.AP.3d Decode words with inflectional endings.
		e. Decode two-syllable words with regular patterns by breaking the words into syllables.
		Access Point
		ELA.1.F.1.AP.3e Decode two-syllable words with regular patterns by breaking the words into syllables.
		f. Decode words that use final -e and vowel teams to make long-vowel sound.
		Access Point
		ELA.1.F.1.AP.3f Decode words that use final -e and vowel teams to make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		Access Point
		ELA.2.F.1.AP.3a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		b. Decode regularly spelled two-syllable words with long and short vowels.
		Access Point
		ELA.2.F.1.AP.3b Decode regularly spelled two-syllable words with long and short vowels.
		c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		Access Point
		ELA.2.F.1.AP.3c Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
		d. Decode words with common prefixes and suffixes.

		Access Point	
		ELA.2.F.1.AP.3d Decode words with common prefixes and suffixes.	
		e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	
		Access Point	
		ELA.2.F.1.AP.3e Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	
	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words.	
		a. Decode words with common Greek and Latin roots and affixes (see 3.V.1.2).	
		Access Point	
		ELA.3.F.1.AP.3a Decode words with common Greek and Latin roots and affixes (see 3.V.1.2).	
		b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).	
		Access Point	
		ELA.3.F.1.AP.3b Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).	
		c. Decode multisyllabic words.	
		Access Point	
		ELA.3.F.1.AP.3c Decode multisyllabic words.	
Phonics and Word Analysis	ELA.4.F.1.3	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.	
		Access Point	
		ELA.4.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context.	
	ELA.5.F.1.3	Use knowledge of grade-appropriate 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.	
		Access Point	
		ELA.5.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns and morphology to read and form familiar single-syllable and multisyllabic words in context.	
	ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words.	
		a. Use an array of strategies to decode single-syllable and multisyllabic words.	
		Access Point	
		ELA.612.F.2.AP.2a Decode single-syllable and multisyllabic words as appropriate to the student's mode of communication.	
		b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.	
		Access Point	
		ELA.612.F.2.AP.2b Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student's mode of communication.	
	ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words.	
		a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.	
		Access Point	
		ELA.612.F.2.AP.3a Encode single-syllable and multisyllabic words using the	

		student's mode of communication.

	ELA.K.F.1.4	Recognize and read with automaticity grade-level high frequency words.
		Access Point
		ELA.K.F.1.AP.4 Recognize and read high frequency words.
	ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		a. Recognize and read with automaticity the grade-level sight words.
		Access Point
		ELA.1.F.1.AP.4a Recognize and read sight words.
	ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		Access Point
		ELA.2.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.
	ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
Fluency		**Access Point**
		ELA.3.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.
	ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		Access Point
		ELA.4.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.
	ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		Access Point
		ELA.5.F.1.AP.4 Read grade-level texts, at the student's ability level, with accuracy and expression using the student's mode of communication.
	ELA.612.F.2.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		Access Point
		ELA.612.F.2.AP.4 Read grade-level texts, at the student's ability level, with accuracy, automaticity, and prosody or expression using the student's mode of communication.

Spiraled Standards in a Vertical Progression

Reading Standards

Reading Prose and Poetry

R.1.1 Literary Elements	
ELA.12.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.
	Access Point
	ELA.12.R.1.AP.1a Analyze how key elements increase understanding of literary text and/or style.
	Essential Understandings
	• Define layers of meaning in a literary text as what the words mean, the feelings that are evoked in a reader, the author's attitude, and the author's purpose

	• Identify the key literary elements of setting, plot, characterization, conflict, point of view, theme, and tone • Identify the components of style as diction, syntax, grammar, and the use of figurative language
	ELA.12.R.1.AP.1b Compare and contrast how the key elements impact the functional significance in interpreting the literary text.
	Essential Understandings • Define the process of comparing and contrasting by identifying similarities and differences • Identify the literary characteristics that are same and different • Define functional significance as the role each element plays in creating meaning or effect for the reader
ELA.11.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
	Access Point
	ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style.
	Essential Understandings • Identify the key literary elements of setting, plot, characterization, conflict, point of view, theme, and tone • Define layers of meaning in a literary text as what the words mean, the feelings that are evoked in a reader, the author's attitude, and the author's purpose • Identify the components of style as dictation, syntax, grammar, and the use of figurative language
ELA.10.R.1.1	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.
	Access Point
	ELA.10.R.1.AP.1 Explain how key elements increase understanding of literary text and/or style.
	Essential Understandings • Identify the key literary elements of setting, plot, characterization, conflict, point of view, theme, and tone • Define layers of meaning in a literary text as what the words mean, the feelings that are evoked in a reader, the author's attitude, and the author's purpose • Identify the components of style as dictation, syntax, grammar, and the use of figurative language
ELA.9.R.1.1	Explain how key elements enhance or add layers of meaning and/or style in a literary text.
	Access Point
	ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style.
	Essential Understandings • Identify the key literary elements of setting, plot, characterization, conflict, point of view, theme, and tone • Define layers of meaning in a literary text as what the words mean, the feelings that are evoked in a reader, the author's attitude, and the author's purpose • Identify the components of style as dictation, syntax, grammar, and the use of figurative language
ELA.8.R.1.1	Analyze the interaction between character development, setting and plot in a literary text.
	Access Point
	ELA.8.R.1.AP.1 Explain the relationship between the character development, setting and plot in a literary text.

		Essential Understandings
		• Identify characters in a text
		• Describe characters in a text
		• Identify character relationships
		• Identify main elements of the plot
		• From a list, select key details relevant to a given text
		• Identify setting(s) in the text (where and/or time)
		• Discuss how the character develops in the text
		• Use various methods to show relationships between character development, setting, and plot
ELA.7.R.1.1		Analyze the impact of setting on character development and plot in a literary text.
		Access Point
		ELA.7.R.1.AP.1 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
ELA.6.R.1.1		Analyze how the interaction between characters contributes to the development of a plot in a literary text.
		Access Point
		ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text.
		Essential Understandings
		• Identify characters in the text
		• Describe characters in the text
		• Identify character relationships
		• Identify interactions between the characters
		• Identify main elements of the plot
		• Locate details that support plot development
ELA.5.R.1.1		Analyze how setting, events, conflict and characterization contribute to the plot in a literary text.
		Access Point
		ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text.
		Essential Understandings:
		• Identify how the qualities of a character contribute to the plot
		• Identify how the setting contributes to the plot
		• Identify how events contributes to the plot
		• Identify how conflict (problem/solution) contributes to the plot
ELA.4.R.1.1		Explain how setting, events, conflict and character development contribute to the plot in a literary text.
		Access Point
		ELA.4.R.1.AP.1 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 throughout a literary text • Identify how setting develops throughout a literary text • Identify how events develop throughout a literary text
ELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.
	Access Point
	ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text.
	Essential Understandings: • Identify an event in the story and how a character feels/responds • Identify a subsequent event(s) with the same character and how that character feels/responds • Identify how a character develops from one event to the next event • Define plot: chain of connected events that make up a story
ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.
	Access Point
	ELA.2.R.1.AP.1 Sequence and describe main elements in a literary text.
	Essential Understandings: • Identify an important event and at least one detail that happens at the beginning of a literary text • Identify an important event and at least one detail that happens at the middle of a literary text • Identify an important event and at least one detail that happens at the end of a literary text
ELA.1.R.1.1	Identify and describe the main story elements in a story.
	Access Point
	ELA.1.R.1.AP.1 Identify the main story elements in a story.
	Essential Understandings: • Answer a simple question about a character in the story (e.g., Who was a person/animal in this story?) • Answer a simple question about a secondary character in the story (e.g., Who was another person in the story?) • Answer a simple question about the setting in a story (e.g., When and/or where does the story take place?) • Identify important events from the story • Sequence events in a story
ELA.K.R.1.1	Describe the main character(s), setting and important events in a story.
	Access Point
	ELA.K.R.1.AP.1 Identify a character, a setting and an event in a story.
	Essential Understandings: • Answer a simple question about a character in the story (e.g., Who was a person/animal in this story?) • Answer a simple question about a secondary character in the story (e.g., Who was another person in the story?) • Answer a simple question about the setting in a story (e.g., When and/or where does the story take place?) • Identify an event from the story • Distinguish what are the important events from the story

R.1.2 Theme	
ELA.12.R.1.2	Analyze two or more themes and evaluate their development throughout a literary text.
	Access Point
	ELA.12.R.1.AP.2a Distinguish two or more themes throughout a literary text.
	Essential Understandings • Identify a theme (author's message/a complete thought) of a literary text • Identify characteristics of a literary text that are the same • Identify characteristics of a literary text that are the different • Identify evidence (words or phrases) related to themes from texts
	ELA.12.R.1.AP.2b Show the development of two or more themes throughout a literary text.
	Essential Understandings • Identify articles of evidence of a literary theme to the related words, phrases, and/or themes • Identify evidence (words or phrases) related to themes from texts • Identify multiple evidence related to two or more themes • Identify a linear sequence (timeline) of how a theme is developed in a literary text
ELA.11.R.1.2	Track and analyze universal themes in literary texts from different times and places.
	Access Point
	ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places.
	Essential Understandings • Identify universal themes and their development throughout multiple literary texts from different times and places • Identify cultural differences in multiple literary texts from different times and place • Identify cultural similarities in multiple literary texts from different times and places • Identify a linear sequence (timeline) of how a theme is developed in a literary text
ELA.10.R.1.2	Track and analyze universal themes in literary texts from different times and places.
	Access Point
	ELA.10.R.1.AP.2 Compare how universal themes and their development are used throughout a literary text.
	Essential Understandings • Identify universal themes and their development throughout a literary text from different times and places • Identify cultural differences in a literary text from different times and places • Identify cultural similarities in a literary text from different times and places • Identify a linear sequence (timeline) of how a theme is developed in a literary text
ELA.9.R.1.2	Analyze universal themes and their development throughout a literary text.
	Access Point
	ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text.
	Essential Understandings • Identify a universal theme and its development throughout a literary text • Identify evidence (words or phrases) of a universal theme in a literary text • Identify a linear sequence (timeline) of how a theme is developed in a literary

	text
ELA.8.R.1.2	Analyze two or more themes and their development throughout a literary text.
	Access Point
	ELA.8.R.1.AP.2 Compare and contrast two themes and their development throughout a literary text.
	Essential Understandings • Define theme as the underlying message • 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 tone • Discuss how the tones change throughout the text • Identify two themes (message) in the text • Identify how the two themes are the same/similar • Identify how the two themes are different
ELA.7.R.1.2	Compare two or more themes and their development throughout a literary text.
	Access Point
	ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text.
	Essential Understandings • Define theme as the underlying message • 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
ELA.6.R.1.2	Analyze the development of stated or implied theme(s) throughout a literary text.
	Access Point
	ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text.
	Essential Understandings • Define theme as the underlying message • Identify significant events in the beginning, middle and end of a text • Recognize positive or negative tone throughout the text • Recognize how events contribute to positive or negative tone • Discuss how the tone changes throughout the text • Identify the theme (message) in the text
ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.
	Access Point
	ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text.
	Essential Understandings: • Identify a detail • Identify theme • Answer questions about the theme of a story • Identify how the character responds to situations • Define stated theme • Identify how the stated theme develops • Identify details from the text that relate to the stated theme • Define implied theme • Identify how the implied theme develops • Identify details from the text that relate to the implied theme

ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.
	Access Point
	ELA.4.R.1.AP.2 Identify a stated theme and how it develops, using details, in a literary text.
	Essential Understandings: • Identify a detail • Identify theme • Answer questions about the theme of a story • Identify if a detail relates to the theme • Identify how the character responds to situations • Define stated theme
ELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.
	Access Point
	ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text.
	Essential Understandings: • Identify a detail • Identify theme • Answer questions about the theme of a story • Identify if a detail relates to the theme
ELA.2.R.1.2	Identify and explain a theme of a literary text.
	Access Point
	ELA.2.R.1.AP.2 Identify the theme of a literary text.
	Essential Understandings: • Answer questions about the theme of a story • Define Theme: central idea throughout the story
ELA.1.R.1.2	Identify and explain the moral of a story.
	Access Point
	ELA.1.R.1.AP.2 Identify the moral of a story.
	Essential Understandings: • Answer questions about the moral of a story (e.g., What happened to the character, what did the character learn, and what was the lesson the author was trying to teach?) • Define moral: lesson of the story
This benchmark is not present in kindergarten.	

R.1.3 Perspective and Point of View	
ELA.12.R.1.3	Evaluate the development of character perspective, including conflicting perspectives.
	Access Point
	ELA.12.R.1.AP.3 Show the development of character perspective, including conflicting perspectives.
	Essential Understandings • Define the development of conflict in a character • Use a graphic organizer to compare and contrast a character's perspective, including conflicting perspectives • Define perspective as a particular attitude toward or way of regarding something • Define point of view as the person of the narrator
ELA.11.R.1.3	Analyze an author's choices in using juxtaposition to define character perspective.
	Access Point

	ELA.11.R.1.AP.3a Define a character perspective in a text.
	Essential Understandings • Define perspective as a particular attitude toward or way of regarding something • Use a graphic organizer to compare and contrast a character's perspective
	ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text.
	Essential Understandings • Define juxtaposition as the technique of putting two or more elements side by side for comparison or contrast • Identify examples of juxtaposition used in a text • Use a graphic organizer to compare and contrast a character's perspective
ELA.10.R.1.3	Analyze coming-of-age experiences reflected in a text and how the author represents conflicting perspectives.
	Access Point
	ELA.10.R.1.AP.3a Identify how the author represents conflicting perspectives.
	Essential Understandings • Define conflicting perspective • Identify examples of conflicting perspectives in a text • Use a graphic organizer to compare and contrast conflicting perspectives
	ELA.10.R.1.AP.3b Explain the coming-of-age experiences reflected in a text.
	Essential Understandings • Define coming of age experiences • Identify examples of coming-of-age examples of a text
ELA.9.R.1.3	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.
	Access Point
	ELA.9.R.1.AP.3a Describe the narrator perspective in a text.
	Essential Understandings • Define point of view as the person of the narrator • Define perspective as a particular attitude toward or way of regarding something
	ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text.
	Essential Understandings • Define irony as the use of words to express something other than and especially the opposite of the literal meaning • Define satire in a text • Identify examples of satire and irony in a text
ELA.8.R.1.3	Analyze how an author develops and individualizes the perspectives of different characters.
	Access Point
	ELA.8.R.1.AP.3 Describe how the author uses words and actions to show the characters' perspective.
	Essential Understandings • Define perspective • Identify character perspectives • Identify the words and actions that contribute to the characters perspective (ex. negative, positive)
ELA.7.R.1.3	Explain the influence of a narrator(s), including an unreliable narrator(s) and/or shifts in points of view in a literary text.
	Access Point
	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)
	ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text.
	Essential Understandings • Define point of view (ex. First person, third person) • Identify the narrator's point of view at the beginning, middle and end of the text
ELA.6.R.1.3	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.
	Access Point
	ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text.
	Essential Understandings • Define point of view (ex. First person, third person) • Define narrator (can be more than one person/character in a text) • Identify the narrator(s) of a story • Identify details from the text that support who is narrating. • Identify the role of the narrator(s)
ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.
	Access Point
	ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text.
	Essential Understandings: • 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 • Identify the character's perspective at two different points in a literary text
ELA.4.R.1.3	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.
	Access Point
	ELA.4.R.1.AP.3 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: a way of thinking about or looking at something • Identify the narrator's point of view • 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
ELA.3.R.1.3	Explain different characters' perspectives in a literary text.
	Access Point
	ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text.
	Essential Understandings: • Identify characters in a story • Identify how characters think or feel about someone or something • Identify a detail from a text showing a characters' perspective • Define perspective: how a character thinks, or feels about someone or something
ELA.2.R.1.3	Identify different characters' perspectives in a literary text.
	Access Point
	ELA.2.R.1.AP.3 Match characters and their perspectives in a literary text.
	Essential Understandings:

	• 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
ELA.1.R.1.3	Explain who is telling the story using context clues.
	Access Point
	ELA.1.R.1.AP.3 Identify who is telling the story using context clues.
	Essential Understandings: • Identify characters in a story • Define narrator: speaker telling the story • Identify which character is telling the story (e.g., "Hi I'm Emily Elizabeth" from <u>Clifford the Big Red Dog</u>) • Identify if the narrator is in the story
ELA.K.R.1.3	Explain the roles of author and illustrator of a story.
	Access Point
	ELA.K.R.1.AP.3 Identify the roles of author and illustrator of a story.
	Essential Understandings: • Define author, writes the words • Define illustrator, creates the pictures • Identify a role of the author and/or illustrator

R.1.4 Poetry	
ELA.12.R.1.4	Evaluate works of major poets in their historical context.
	Access Point
	ELA.12.R.1.AP.4 Analyze the connection between works of major poets and their historical context.
	Essential Understandings • Define historical context. • Identify similarities between works of major poets and use a graphic organizer to create a timeline of the historical context • Identify differences between works of major poets and use a graphic organizer to create a timeline of the historical context
ELA.11.R.1.4	Analyze ways in which poetry reflects themes and issues of its time period.
	Access Point
	ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context.
	Essential Understandings • Identify an issue in poetry related to a specific time period • Identify a theme in poetry related to a specific time period
ELA.10.R.1.4	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.
	Access Point
	ELA.10.R.1.AP.4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem.
	Essential Understandings • Identify figurative language in a poem • Define ambiguity in a poem • Define layers of meaning in a poem • Discuss multiple layers of meaning and/or ambiguity in a poem by using a sensory experience or graphic organizer
ELA.9.R.1.4	Analyze the characters, structures and themes of epic poetry.
	Access Point
	ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry.

	Essential Understandings - Identify characters of an epic poem - Identify structures of an epic poem - Identify themes of an epic poem - Identify the classical period such as Plato, Socrates, or Aristotle - Identify the Medieval Period such as Beowulf, Chaucer, or Kempe - Identify the Renaissance Period such as Shakespeare, Petrarch, or Thomas More
ELA.8.R.1.4	Analyze structure, sound, imagery and figurative language in poetry.
	Access Point
	ELA.8.R.1.AP.4 Explain the structure, sound and imagery in poetry.
	Essential Understandings - Define imagery - With guidance and support, list words that are used to create imagery - Identify examples of imagery
ELA.7.R.1.4	Analyze the impact of various poetic forms on meaning and style.
	Access Point
	ELA.7.R.1.AP.4 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
ELA.6.R.1.4	Describe the impact of various poetic forms on meaning and style.
	Access Point
	ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle.
	Essential Understandings - Recognize various poetry structures - List the characteristics of a sonnet - Identify a sonnet - List the characteristics of a villanelle - Identify a villanelle
ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.
	Access Point
	ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem.
	Essential Understandings - Recognize figurative language - Identify examples of figurative language in a poem - Recognize imagery - Identify examples of imagery in a poem
ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem.
	Access Point
	ELA.4.R.1.AP.4 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
ELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku and limerick.
	Access Point

	ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme.
	Essential Understandings: • Identify poems with rhyme: rhymed verse and limerick (students do not have to identify the type of poem just identify/hear rhyme) • Identify poems without rhyme: free verse and haiku (students do not have to identify the type of poem just identify/hear no rhyme)
ELA.2.R.1.4	Identify rhyme schemes in poems.
	Access Point
	ELA.2.R.1.AP.4 Identify a rhyme scheme in a poem.

	Essential Understandings:
	 • Define rhyme scheme: pattern of rhymes at the end of each line of a poem or song
	 • Listen to songs for the rhyme scheme
	    Example: I never saw a Purple Cow, A
	              I never hope to see one; B
	              But I can tell you, anyhow, A
	              I'd Rather see than be one! B
	                        -Gelett Burgess

ELA.1.R.1.4	Identify stanzas and line breaks in poems.
	Access Point
	ELA.1.R.1.AP.4 Identify a line break in a poem.
	Essential Understandings: • Define stanzas: group of related lines in a poem that make up one section of a poem • Identify stanzas in poems • Define line break, ends one line in a poem and begins another • Identify line breaks in poems
ELA.K.R.1.4	Identify rhyme in a poem.
	Access Point
	ELA.K.R.1.AP.4 Identify a rhyme.
	Essential Understandings: • Define rhyme • Identify rhyme in isolation (does not involve print or letter knowledge) • Identify the last word of a spoken line in poem

Reading Informational Text

R.2.1 Structure	
ELA.12.R.2.1	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.
	Access Point
	ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective.
	Essential Understandings • Describe the use of the following text structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence • Describe the use of the following text features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix
ELA.11.R.2.1	Evaluate the structure(s) and features in texts.

	Access Point
	ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts.
	Essential Understandings • Identify the use of the following text structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence • Identify the use of the following text features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix
ELA.10.R.2.1	Analyze the impact of multiple text structures and the use of features in text(s).
	Access Point
	ELA.10.R.2.AP.1 Describe the impact of multiple text structures.
	Essential Understandings • Identify the use of the following text features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix • Identify the use of the following text structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence
ELA.9.R.2.1	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.
	Access Point
	ELA.9.R.2.AP.1 Explain the purpose and/or meaning across multiple text structures.
	Essential Understandings • Define the purpose in a text • Define text structures and text features • Use a graphic organizer to demonstrate purpose and/or meaning across multiple text structures
ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
	Access Point
	ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the 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) • Identify the use of each text section • Identify the connection of a text section to the topic • Identify the connection of text sections to each other and the topic
ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose in texts.
	Access Point
	ELA.7.R.2.AP.1 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)
ELA.6.R.2.1	Explain how individual text sections and/or features convey meaning in texts.
	Access Point
	ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the 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) • Identify the purposes of various text sections • Identify the connection of a text section to the topic
ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.
	Access Point
	ELA.5.R.2.AP.1 Show how text structures and/or features contribute to the overall meaning of texts.
	Essential Understandings: • Recognize text structure covers the whole text • Recognize text features are additional images or content that contribute to the body of text • Identify text features within a text • Identify a text structure used within a text
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence and description in texts.
	Access Point
	ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence, 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
ELA.3.R.2.1	Explain how text features contribute to meaning and identify the text structures of chronology, comparison and cause/effect in texts.
	Access Point
	ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts.
	Essential Understandings: • Identify chronological order: first, next, finally • Identify comparison: similarities and differences • Identify cause/effect: First/then • Recognize text structure covers the whole text
ELA.2.R.2.1	Explain how text features—including titles, headings, captions, graphs, maps, glossaries and/or illustrations—contribute to the meaning of texts.
	Access Point
	ELA.2.R.2.AP.1 Show how text features—including titles, headings, graphs, maps and/or illustrations—contribute to the meaning of texts.
	Essential Understandings: • Identify text features • Answer questions about text features (e.g., What information from the map helped you understand desert? How did the information from the graph help you understand ____ from the text?) • Recognize text features are additional images or content that contribute to the body of text
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to demonstrate understanding of texts.
	Access Point
	ELA.1.R.2.AP.1 Use text features including titles, headings and/or illustrations to demonstrate understanding of texts.

	Essential Understandings: • Identify text features • Answer questions about text features (e.g., What information from the map helped you understand desert? How did the information from the graph help you understand ____ from the text?) • Recognize text features are additional images or content that contribute to the body of text
ELA.K.R.2.1	Use titles, headings and illustrations to predict and confirm the topic of texts.
	Access Point
	ELA.K.R.2.AP.1 Use titles and illustrations to predict and confirm the topic of texts.
	Essential Understandings: • Identify titles and illustrations • Identify illustrations that support the topic of a text

R.2.2 Central Idea	
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
	Access Point
	ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s).
	Essential Understandings • Identify and provide examples of the supports the author uses for a central idea
	ELA.12.R.2.AP.2b Explain how the author makes the support more effective.
	Essential Understandings • Identify and provide examples of additional devices the author could use to make the support more effective
ELA.11.R.2.2	Analyze the central idea(s) of speeches and essays from the Classical Period.
	Access Point
	ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period.
	Essential Understandings • Define logos, ethos, pathos, Kairo • Define rhetorical devices, including antithesis and irony • Discuss Classical Period content within its context • Identify examples of the device(s) the author uses to support the development of the central idea
ELA.10.R.2.2	Analyze the central idea(s) of historical American speeches and essays.
	Access Point
	ELA.10.R.2.AP.2 Explain the central idea(s) of historical American speeches and essays.
	Essential Understandings • Define logos, ethos, pathos, Kairos • Define rhetorical devices, including antithesis and irony • Identify examples of the device(s) the author uses to support the development of the central idea • Discuss historical American content within its context
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
	Access Point
	ELA.9.R.2.AP.2 Explain the support an author uses to develop the central idea(s) throughout a text.
	Essential Understandings

	- Define logos, ethos, pathos, Kairos - Define rhetorical devices, including antithesis and irony - Identify examples of the device(s) the author uses to support the development of the central idea
ELA.8.R.2.2	Analyze two or more central ideas and their development throughout a text.
	Access Point
	ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text.
	Essential Understandings - Use the facts (definitions, concrete details, or quotes) in a text to determine the central ideas - Identify significant events throughout a text - Explain how the facts develop in the beginning, middle and end of a text. - Identify the similarities of two central ideas
ELA.7.R.2.2	Compare two or more central ideas and their development throughout a text.
	Access Point
	ELA.7.R.2.AP.2 Identify two central 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
ELA.6.R.2.2	Analyze the central idea(s), implied or explicit, and its development throughout a text.
	Access Point
	ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text.
	Essential Understandings - Identify the facts (definitions, concrete details, or quotes) in a text - Define implied and explicit - Identify significant events throughout a text - Identify the central idea of a text
ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
	Access Point
	ELA.5.R.2.AP.2 Identify relevant details that support a central idea, implied or explicit.
	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 central idea - Choose relevant details that support the implied central idea
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.
	Access Point
	ELA.4.R.2.AP.2 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 central idea
ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
	Access Point
	ELA.3.R.2.AP.2 Identify the central idea and select relevant details that supports that

	idea in a text.
	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 a relevant detail that supports the central idea
ELA.2.R.2.2	Identify the central idea and relevant details in a text.
	Access Point
	ELA.2.R.2.AP.2 Identify the central idea and relevant details in a text.
	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
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
	Access Point
	ELA.1.R.2.AP.2 Identify the topic of and select a relevant detail in a text.
	Essential Understandings: • Define topic: someone or something that people talk or write about • Define relevant detail: a small piece of important information in a text related to the topic
ELA.K.R.2.2	Identify the topic of and multiple details in a text.
	Access Point
	ELA.K.R.2.AP.2 Identify the topic of and select a detail in a text.
	Essential Understandings: • Define topic: someone or something that people talk or write about • Define detail: a small piece of information in a text

R.2.3 Author's Purpose and Perspective	
ELA.12.R.2.3	Evaluate an author's choices in establishing and achieving purpose(s).
	Access Point
	ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s).
	Essential Understandings • Summarize the author's purpose(s) • Identify evidence that supports the author's purpose(s)
ELA.11.R.2.3	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
	Access Point
	ELA.11.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
	Essential Understandings • Identify the author's purpose(s) • Identify evidence that supports the author's purpose(s) • Discuss Classical Period content within its context
ELA.10.R.2.3	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
	Access Point
	ELA.10.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
	Essential Understandings • Identify the author's purpose(s)

	• Identify evidence that supports the author's purpose(s) • Discuss historical American content within its context
ELA.9.R.2.3	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
	Access Point
	ELA.9.R.2.AP.3a Identify rhetorical appeals and/or figurative language.
	Essential Understandings • Define rhetorical appeals and/or figurative language • Identify examples of rhetorical appeals and/or figurative language that supports the author's purpose(s)
	ELA.9.R.2.AP.3b Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
	Essential Understandings • Identify examples of rhetorical appeals and/or figurative language that supports the author's purpose(s) • Identify the author's purpose(s)
ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
	Access Point
	ELA.8.R.2.AP.3 Explain how an author's use of figurative language establishes and/or achieves purpose.
	Essential Understandings • Determine authors' purpose • Identify figurative language • Connect the meaning of the figurative language used with the authors purpose
ELA.7.R.2.3	Explain how an author establishes and achieves purpose(s) through diction and syntax.
	Access Point
	ELA.7.R.2.AP.3 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
ELA.6.R.2.3	Analyze authors' purpose(s) in multiple accounts of the same event or topic.
	Access Point
	ELA.6.R.2.AP.3 Explain the purpose of two authors' accounts of the same event or topic.
	Essential Understandings • Define fiction and nonfiction • Identify authors' purpose (such as inform, persuade, entertain) • Find relevant words that support the authors' purpose • Find relevant details that support the authors' purpose
ELA.5.R.2.3	Analyze an author's purpose and/or perspective in an informational text.
	Access Point
	ELA.5.R.2.AP.3 Identify an author's purpose and perspective in an informational text.
	Essential Understandings: • Answer questions about the author's purpose for writing the informational text about whether the author answers a question, explains how something works and/or describes a person, place, or thing • Define perspective: author's point of view on a topic • Select evidence to support purpose and/or perspective

ELA.4.R.2.3	Explain an author's perspective toward a topic in an informational text.
	Access Point
	ELA.4.R.2.AP.3 Explain an author's perspective toward a topic in an informational text.
	Essential Understandings: • Define perspective: author's point of view on a topic • Select evidence to support perspective
ELA.3.R.2.3	Explain the development of an author's purpose in an informational text.
	Access Point
	ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose.
	Essential Understandings: • Identify author's purpose • Identify a piece of evidence from the informational text to support the author's purpose
ELA.2.R.2.3	Explain an author's purpose in an informational text.
	Access Point
	ELA.2.R.2.AP.3 Identify an author's purpose in an informational text.
	Essential Understandings: • Answer questions about the author's purpose for writing the informational text about whether the author answers a question, explains how something works and/or describes a person, place, or thing
ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in an informational text.
	Access Point
	ELA.1.R.2.AP.3 Identify if information was provided from a visual or from words in an informational text.
	Essential Understandings: • Identify visual information from a text • Identify information that was read from a text
	This benchmark is not present in kindergarten.

R.2.4 Argument	
ELA.12.R.2.4	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
	Access Point
	ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims.
	Essential Understandings • Identify multiple arguments in related texts • Compare and contrast multiple arguments in related texts • Discuss the development of multiple arguments in related texts • Define validity as the soundness of an argument • Identify the components of an effective and valid argument
	ELA.12.R.2.AP.4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts.
	Essential Understandings • Provide examples of the types of logical reasoning (including deductive, inductive, and abductive) used in multiple arguments of related texts • Define rhetoric appeals (ethos, kairos, logos, and pathos) and rhetorical devices (antithesis, irony, or rhetorical question)

	• Identify the rhetoric used to support multiple arguments in related texts
ELA.11.R.2.4	Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.
	Access Point
	ELA.11.R.2.AP.4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author's reasoning.
	Essential Understandings • Identify multiple arguments on the same topic • Compare and contrast multiple arguments on the same topic • Discuss the development of multiple arguments on the same topic • Define validity as the soundness of an argument • Identify the components of an effective and valid argument
	ELA.11.R.2.AP.4b Compare the authors' reasoning and the ways in which the authors use the same information to achieve different arguments.
	Essential Understandings • Identify an author's reasoning • Define types of logical reasoning including deductive, inductive, and abductive • Provide examples of the types of logical reasoning • Identify the similarities among different arguments on the same topic
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
	Access Point
	ELA.10.R.2.AP.4a Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims.
	Essential Understandings • Identify an argument • Discuss the development of an argument • Compare two opposing arguments on the same topic • Contrast two opposing arguments on the same topic • Define validity as the soundness of an argument • Identify the components of an effective and valid argument
	ELA.10.R.2.AP.4b Compare how the authors use the same information to achieve different arguments.
	Essential Understandings • Identify the similarities between two opposing arguments on the same topic • Identify the differences between two opposing arguments on the same topic
ELA.9.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.
	Access Point
	ELA.9.R.2.AP.4a Explain how the development of two opposing arguments on the same topic are related.
	Essential Understandings • Identify an argument • Discuss the development of an argument • Compare two opposing arguments on the same topic • Contrast two opposing arguments on the same topic
	ELA.9.R.2.AP.4b Explain the effectiveness and validity of the claims within two opposing arguments on the same topic.
	Essential Understandings

		• Define validity as the soundness of an argument • Identify the components of an effective and valid of an argument
ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.	
	Access Point	
	ELA.8.R.2.AP.4 Identify a way in which the argument could be improved.	
	Essential Understandings • Discuss the effectiveness of the argument • Discuss the ineffectiveness of the argument • From a list, choose an improvement to the argument • Find reliable evidence	
ELA.7.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	
	Access Point	
	ELA.7.R.2.AP.4 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	
ELA.6.R.2.4	Track the development of an argument, identifying the types of reasoning used.	
	Access Point	
	ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text.	
	Essential Understandings • Identify differences between facts and opinions • Define types of reasoning (deductive, inductive, abductive) • Make connections between the text and background knowledge	
ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence and reasoning.	
	Access Point	
	ELA.5.R.2.AP.4 Sequence the development of an argument.	
	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	
ELA.4.R.2.4	Explain an author's claim and the reasons and evidence used to support the claim.	
	Access Point	
	ELA.4.R.2.AP.4 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
ELA.3.R.2.4	Identify an author's claim and explain how an author uses evidence to support the claim.
	Access Point
	ELA.3.R.2.AP.4 Identify an author's claim and evidence 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
ELA.2.R.2.4	Explain an author's opinion(s) and supporting evidence.
	Access Point
	ELA.2.R.2.AP.4 Identify an author's opinion and supporting evidence.
	Essential Understandings: • Define opinion: what a person thinks about something, cannot be proven • Define supporting evidence: information from the text including facts, figures and details used to prove the author's opinion
ELA.1.R.2.4	Identify an author's opinion(s) about the topic.
	Access Point
	ELA.1.R.2.AP.4 Identify an author's opinion about the topic.
	Essential Understandings: • Define opinion: what a person thinks about something, cannot be proven
ELA.K.R.2.4	Explain the difference between opinions and facts about a topic.
	Access Point
	ELA.K.R.2.AP.4 Identify an opinion or fact about a topic.
	Essential Understandings: • Define fact: things that a person knows about something and can be proven true or false • Define opinion: what a person thinks about something, cannot be proven

Reading Across Genres

R.3.1 Figurative Language	
ELA.12.R.3.1	Evaluate an author's use of figurative language.
	Access Point
	ELA.12.R.3.AP.1 Analyze an author's use of figurative language.
	Essential Understandings • Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood • Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text • Identify details that support the use of figurative language in a text
ELA.11.R.3.1	Analyze an author's use of figurative language and explain examples of allegory.
	Access Point
	ELA.11.R.3.AP.1a Identify the author's use of allegory.
	Essential Understandings • Define allegory • Provide examples of the use of allegory • Locate examples of allegory using text from certain time periods

	ELA.11.R.3.AP.1b Summarize the author's use of figurative language.
	Essential Understandings • Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood • Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text • Identify details that support the use of figurative language in a text
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
	Access Point
	ELA.10.R.3.AP.1 Explain how figurative language creates mood in text(s).
	Essential Understandings • Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood • Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text • Identify what type of figurative language supports the mood created in a text
ELA.9.R.3.1	Explain how figurative language creates mood in text(s).
	Access Point
	ELA.9.R.3.AP.1 Identify examples of figurative language that create mood in text(s).
	Essential Understandings • Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood • Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text • Identify what type of figurative language supports the mood created in a text
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
	Access Point
	ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of text(s).
	Essential Understandings • Define tone.by identifying negative and/or positive language that creates feeling • 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
	ELA.8.R.3.AP.1b Identify examples of symbolism in a text.
	Essential Understandings: • Define symbolism
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).
	Access Point
	ELA.7.R.3.AP.1 Explain how figurative language contributes to tone and meaning of text(s).
	Essential Understandings

	• Define tone.by identifying negative and/or positive language that creates feeling • 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
ELA.6.R.3.1	Explain how figurative language contributes to tone and meaning in text(s).
	Access Point
	ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text.
	Essential Understandings • Define tone.by identifying negative and/or positive language that creates feeling • Identify the tone and meaning of a text • Identify an example of figurative language
ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).
	Access Point
	ELA.5.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s).
	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
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).
	Access Point
	ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s).
	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
ELA.3.R.3.1	Identify and explain metaphors, personification and hyperbole in text(s).
	Access Point
	ELA.3.R.3.AP.1 Identify metaphors, personification and hyperbole in text(s).
	Essential Understandings: • Using an image or object, contribute to a discussion about metaphors, personification, and hyperbole • Identify metaphors, personification, or hyperbole in a sentence
ELA.2.R.3.1	Identify and explain similes, idioms and alliteration in text(s).
	Access Point
	ELA.2.R.3.AP.1 Identify similes, idioms and alliteration in text(s).
	Essential Understandings: • Using an image or object, contribute to a discussion about similes, idioms, and alliteration • Identify similes, idioms, or alliteration in a sentence
ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).
	Access Point
	ELA.1.R.3.AP.1 Identify descriptive words and phrases in text(s).
	Essential Understandings: • Define descriptive word, gives additional information about a person, place, thing, or action • Using an image or object, contribute to a discussion using descriptive words • Identify a descriptive word from a sentence • Identify a descriptive phrase from a sentence

ELA.K.R.3.1	Identify and explain descriptive words in text(s).
	Access Point
	ELA.K.R.3.AP.1 Identify descriptive words in text(s).
	Essential Understandings: • Define descriptive word, gives additional information about a person, place, thing, or action • Using an image or object, contribute to a discussion using descriptive words • Identify a descriptive word from a sentence

R.3.2 Paraphrase and Summarize	
ELA.12.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.12.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
	Essential Understandings • Define a summary • Identify the central idea of grade-level content • Identify the details that support the central idea of grade-level content
ELA.11.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.11.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
	Essential Understandings • Define a summary • Identify the central idea of grade-level content • Identify the details that support the central idea of grade-level content
ELA.10.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.10.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
	Essential Understandings • Define a summary • Identify the central idea of grade-level content • Identify the details that support the central idea of grade-level content
ELA.9.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.9.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
	Essential Understandings • Define a summary • Identify the central idea of grade-level content • Identify the details that support the central idea of grade-level content
ELA.8.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.8.R.3.AP.2 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

ELA.7.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.7.R.3.AP.2 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
ELA.6.R.3.2	Paraphrase content from grade-level texts.
	Access Point
	ELA.6.R.3.AP.2 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
ELA.5.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
	Access Point
	ELA.5.R.3.AP.2a Identify the plot and theme for a literary text using the student's mode of communication.
	Essential Understandings: • Define Theme: central idea throughout the story • 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.5.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student's mode of communication.
	Essential Understandings: • Define central idea: most important message the author is trying to get across to the reader (not one or two words) • Given details, identify relevant details of an informational text • Identify the central idea for an informational text from given choices
ELA.4.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
	Access Point
	ELA.4.R.3.AP.2a Identify the plot and theme for a literary text using the student's mode of communication.
	Essential Understandings: • Define Theme: central idea throughout the story • 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 Identify the central idea and relevant details for an informational text using the student's mode of communication.
	Essential Understandings: • Define central idea: most important message the author is trying to get across to the reader (not one or two words) • Given details, identify relevant details of an informational text • Identify the central idea for an informational text from given choices
ELA.3.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Use the central idea and relevant details for an informational text.
	Access Point
	ELA.3.R.3.AP.2a Identify the plot for a literary text using the student's mode of communication.
	Essential Understandings: • Define plot: chain of connected events that make up a story • Answer questions to help determine the plot of a story
	ELA.3.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student's mode of communication.
	Essential Understandings: • Define central idea: most important message the author is trying to get across to the reader (not one or two words) • Given details, identify relevant details of an informational text • Identify the central idea for an informational text from given choices
ELA.2.R.3.2	Retell a text to enhance comprehension: a. Use main story elements in a logical sequence for a literary text; b. Use the central idea and relevant details for an informational text.
	Access Point
	ELA.2.R.3.AP.2a Identify main story elements and sequence relevant details in a logical order for a literary text using the student's mode of communication.
	Essential Understandings: • Identify character(s) • Identify setting(s) • Identify an important event at the beginning of a literary text • Identify an important event at the end of a literary text • Identify an important event(s) in the middle of a literary text
	ELA.2.R.3.AP.2b Identify the central idea and a relevant detail for an informational text using the student's mode of communication.
	Essential Understandings: • Define central idea: most important message the author is trying to get across to the reader (not one or two words) • Given relevant details, identify the central idea of an informational text
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension: a. Use main story elements at the beginning, middle and end for a literary text; b. Use topic and relevant details for an informational text.
	Access Point
	ELA.1.R.3.AP.2a Identify main story elements at the beginning, middle and end for a literary text using the student's mode of communication.
	Essential Understandings: • Identify character(s) • Identify setting(s) • Identify the beginning of a literary text

	• Identify the end of a literary text • Identify the middle of a literary text
	ELA.1.R.3.AP.2b Identify a topic and relevant details for an informational text using the student's mode of communication.
	Essential Understandings: • Identify the topic of an informational text from provided choices • Select details related to the topic of an informational text from provided choices
ELA.K.R.3.2	Retell a text orally to enhance comprehension: a. Use main character(s), setting and important events for a story. b. Use topic and details for an informational text.
	Access Point
	ELA.K.R.3.AP.2a Identify main character, setting and important events for a story using the student's mode of communication.
	Essential Understandings: • Identify characters (e.g., people, animal, or thing) in a story • Identify where and when the story is taking place • Identify something that happens in the story
	ELA.K.R.3.AP.2b Identify topic and details for an informational text using the student's mode of communication.
	Essential Understandings: • Define topic: someone or something that people talk or write about • Define detail: a small piece of information in a text

R.3.3 Comparative Reading	
ELA.12.R.3.3	Analyze the influence of classic literature on contemporary world texts.
	Access Point
	ELA.12.R.3.AP.3 Compare and contrast the influence of classical literature on contemporary world texts.
	Essential Understandings • Define classical literature • Define contemporary world texts (those that are written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest) • Identify how classical literature influences contemporary world texts • Identify similarities and differences between classical literature and contemporary world texts
ELA.11.R.3.3	Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.
	Access Point
	ELA.11.R.3.AP.3a Identify how contemporaneous authors address related topics within the context of the time period.
	Essential Understandings • Define contemporaneous authors • Identify similarities and differences contemporaneous authors address within the context of the time period
	ELA.11.R.3.AP.3b Analyze the author's reasoning within the context of the time period.
	Essential Understandings • Define the types of logical reasoning (including deductive, inductive, and abductive) • Identify how contemporaneous authors use types of logical reasoning (including

	deductive, inductive, and abductive) to create similarities and differences within the context of the time period
ELA.10.R.3.3	Analyze how mythical, classical or religious texts have been adapted.
	Access Point
	ELA.10.R.3.AP.3 Describe how mythical, classical or religious texts have been adapted.
	Essential Understandings • Identify a way in which a mythical, classical, and/or religious text can be adapted • Compare and contrast an adapted and non-adapted text in the mythical, classical and/or religious periods
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical or religious texts.
	Access Point
	ELA.9.R.3.AP.3 Identify the ways in which authors have adapted mythical, classical or religious texts.
	Essential Understandings • Define types of literary texts, such as mythical, classical, and religious • Identify a way in which a mythical, classical, and/or religious text can be adapted
ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.
	Access Point
	ELA.8.R.3.AP.3 Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student's skill level.
	Essential Understandings • Define compare as similarities and contrast as differences • Define and provide examples of archetypes • With guidance and support, identify characteristics of the archetype • Identify the archetypes used in a text • Identify similar characteristics of the archetype • Identify different characteristics of the archetype
ELA.7.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
	Access Point
	ELA.7.R.3.AP.3 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 • 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
ELA.6.R.3.3	Compare and contrast how authors from different time periods address the same or related topics.
	Access Point
	ELA.6.R.3.AP.3 Compare and contrast how authors from two time periods address the same or related topics in a text with grade-level appropriate content at the student's skill level.
	Essential Understandings • Define compare as similarities and contrast as differences

	• Identify the same or related topic(s).
	• Identify the two time periods in which the texts were written
	• Identify the authors view/perspective of the topic(s)
	• Identify what is the same in the same or related topic(s)
	• Identify what is different in the same or related topic(s)
ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.
	Access Point
	ELA.5.R.3.AP.3 Compare and contrast important details from primary and secondary sources on the same topic.
	Essential Understandings: • Using accounts of the same familiar event identify primary and secondary sources • Review the concepts of primary source and secondary source • Use graphic organizer to compare and contrast sources
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.
	Access Point
	ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event.
	Essential Understandings: • Using accounts of the same familiar event identify primary and secondary sources • Introduce the concepts of primary source and secondary source
ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
	Access Point
	ELA.3.R.3.AP.3 Compare and contrast important information presented by two authors on the same topic or theme.
	Essential Understandings: • Identify important details from a text • Use graphic organizers such as a Venn diagram or T-chart to organize details from texts
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.
	Access Point
	ELA.2.R.3.AP.3 Compare the important details presented by two texts on the same topic or theme.
	Essential Understandings: • Identify important details from a text • Use graphic organizers to organize details from texts
ELA.1.R.3.3	Compare and contrast two texts on the same topic.
	Access Point
	ELA.1.R.3.AP.3 Identify details about two texts on the same topic.
	Essential Understandings: • Identify details from a text • Use graphic organizers to sort details from texts
ELA.K.R.3.3	Compare and contrast characters' experiences in stories.
	Access Point
	ELA.K.R.3.AP.3 Identify different character experiences in the same story.
	Essential Understandings: • Identify a character's experience (e.g., events, feelings, or behaviors) in a familiar story • Identify if two characters experiences are the same or different

R.3.4 Understanding Rhetoric	
ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.
	Access Point
	ELA.12.R.3.AP.4 Analyze rhetorical choices across multiple texts.
	Essential Understandings • Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus) • Identify the use of logos, ethos, pathos, and kairos • Summarize authors' use of rhetoric across multiple texts
ELA.11.R.3.4	Evaluate an author's use of rhetoric in text.
	Access Point
	ELA.11.R.3.AP.4 Describe an author's use of rhetoric in a text.
	Essential Understandings • Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus) • Identify the use of logos, ethos, pathos, and kairos • Summarize an author's use of rhetoric in a text
ELA.10.R.3.4	Analyze an author's use of rhetoric in a text.
	Access Point
	ELA.10.R.3.AP.4 Summarize an author's use of rhetoric in a text.
	Essential Understandings • Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton) • Identify the use of rhetorical devices • Identify the use of logos, ethos, and pathos
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.
	Access Point
	ELA.9.R.3.AP.4 Identify an author's use of rhetoric in a text.
	Essential Understandings • Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche)
ELA.8.R.3.4	Explain how an author uses rhetorical devices to support or advance an appeal.
	Access Point
	ELA.8.R.3.AP.4 Describe how an author's use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal.
	Essential Understandings • Define irony • Define rhetorical questioning • With guidance and support, find examples of rhetorical questioning. • Identify a phrase, sentence or paragraph that contains rhetorical questioning or irony from a list • With guidance and support, identify how an author supports an appeal (ethos, pathos, logos)

	• With guidance and support, identify rhetorical questioning or irony that supports an appeal
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.
	Access Point
	ELA.7.R.3.AP.4 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
ELA.6.R.3.4	Identify rhetorical appeals in a text.
	Access Point
	ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with grade level content at the student's ability level.
	Essential Understandings
	• Define appeals
	• Define and provide examples of ethos
	• Define and provide examples of logos
	• Define and provide examples of pathos
	• With guidance and support, identify ethos, logos, and pathos

Communication Standards

Communicating through Writing

C.1.1 Handwriting	
ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills.
	Access Point
	ELA.5.C.1.AP.1 Write cursive letters with adequate spacing.
ELA.4.C.1.1	Demonstrate legible cursive writing skills.
	Access Point
	ELA.4.C.1.AP.1 Write cursive letters.
ELA.3.C.1.1	Write in cursive all upper- and lowercase letters.
	Access Point
	ELA.3.C.1.AP.1 Write cursive letters with a model.
ELA.2.C.1.1	Demonstrate legible printing skills.
	Access Point
	ELA.2.C.1.AP.1 Write letters and/or groups of letters with adequate spacing.
ELA.1.C.1.1	Print all upper- and lowercase letters.
	Access Point
	ELA.1.C.1.AP.1 Print all upper- and lowercase letters with a model.
ELA.K.C.1.1	Print many upper- and lowercase letters.
	Access Point
	ELA.K.C.1.AP.1 Print many upper- and lowercase letters with a model.

C.1.2 Narrative Writing	
ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
	Access Point
	ELA.12.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes.

	Essential Understandings
	• Define universal themes
	• Identify examples of universal themes
	• Identify multiple perspectives
	• Identify examples of the following narrative techniques: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness
ELA.11.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives.
	Access Point
	ELA.11.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives.
	Essential Understandings
	• Define perspective
	• Identify examples of the following narrative techniques across multiple perspectives: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness
ELA.10.C.1.2	Write narratives using an appropriate pace to create tension, mood and/or tone.
	Access Point
	ELA.10.C.1.AP.2 Write a narrative using an appropriate pace to create tension, mood and/or tone.
	Essential Understandings
	• Define the following narrative techniques: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness
	• Define tension, mood, and/or tone
	• Identify examples of tension, mood, and/or tone used in narrative writing
ELA.9.C.1.2	Write narratives using narrative techniques, varied transitions and a clearly established point of view.
	Access Point
	ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view.
	Essential Understandings
	• Define following narrative techniques: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness
	• Identify examples of narrative techniques.
	• Define point of view
	• Define transitions related to narrative writing
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions and a clearly established point of view.
	Access Point
	ELA.8.C.1.AP.2 Write a personal narrative using a clearly established point of view, precise words and figurative language.
	Essential Understandings
	• Define narrative
	• 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
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

	Access Point
	ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language.
	Essential Understandings - Define narrative - 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
ELA.6.C.1.2	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
	Access Point
	ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance and support.
	Essential Understandings - Define narrative - Define figurative language - Locate the precise words and figurative language in a modeled narrative writing - With guidance and support, create a list of precise words and figurative language
ELA.5.C.1.2	Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.
	Access Point
	ELA.5.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending.
	Essential Understandings: - Participate in a shared writing activity of creating a narrative - Select a familiar 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 - Include dialogue between characters in a narrative
ELA.4.C.1.2	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.
	Access Point
	ELA.4.C.1.AP.2 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 familiar 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
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
	Access Point
	ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending.

	Essential Understandings: • Participate in a shared writing activity of creating a narrative • Select a familiar story or topic to create a narrative • Create a beginning, middle and end of a narrative • Add details to the beginning, middle and end
ELA.2.C.1.2	Write personal or fictional narratives using a logical sequence of events, transitions and an ending.
	Access Point
	ELA.2.C.1.AP.2 Write a narrative that includes a beginning, middle and end.
	Essential Understandings: • Participate in a shared writing activity of creating a narrative • Select a familiar story or topic to create a narrative • Create a beginning and middle of a narrative • Create an ending to a narrative
ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
	Access Point
	ELA.1.C.1.AP.2 Write a narrative with two sequenced events.
	Essential Understandings: • Participate in a shared writing activity of creating a narrative • Select a familiar story or topic to create a narrative • Select an event that occurs first • Select an event that occurs after
ELA.K.C.1.2	Using a combination of drawing, dictating and/or writing, create narratives with the events in chronological order.
	Access Point
	ELA.K.C.1.AP.2 Using a combination of drawing, dictating and/or writing, create a narrative.
	Essential Understandings: • Create a narrative using a student's preferred form of expressive communication (e.g., select a picture to tell a story, create a story about a picture, draw a picture, etc..)

C.1.3 Argumentative Writing	
ELA.12.C.1.3	Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
	Access Point
	ELA.12.C.1.AP.3 Argue to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.
	Essential Understandings • Use the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote in an argument • Summarize an author's use of claims, logical reasoning, evidence, and elaboration in a literary analysis
ELA.11.C.1.3	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements.
	Access Point
	ELA.11.C.1.AP.3 Analyze literature to support claims, using logical reasoning, credible

	evidence from sources, elaboration and demonstrating an understanding of literary elements.
	Essential Understandings • Define literary analysis • Identify the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote • Identify techniques used by an author to strengthen a literary analysis. • Summarize an author's use of claims, logical reasoning, evidence, and elaboration in a literary analysis
ELA.10.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
	Access Point
	ELA.10.C.1.AP.3 Argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.
	Essential Understandings • 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 • Summarize an author's use of rhetoric in argumentative text. • Define an argumentative position, logical reasoning, and credible evidence, rebutting counterclaims with relevant evidence, logical organizational structure, elaboration, purposeful transitions, and tone • Identify an author's use of formal and objective tone
ELA.9.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and a tone appropriate to the task.
	Access Point
	ELA.9.C.1.AP.3 Argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and a tone appropriate to the task.
	Essential Understandings • Define the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote • Define an argumentative position, logical reasoning, and credible evidence, rebutting counterclaims with relevant evidence, logical organizational structure, elaboration, purposeful transitions, and tone • Identify examples of an argumentative position, logical reasoning, and credible evidence, rebutting counterclaims with relevant evidence, logical organizational structure, elaboration, purposeful transitions, and tone
ELA.8.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim using logical reasoning, credible evidence from multiple sources, elaboration and a logical organizational structure.
	Access Point
	ELA.8.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence

	from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting 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 • Define and identify examples of rebuttal arguments • Use a list of transitions to support a counterclaim and rebuttal arguments (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)
ELA.7.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration and a logical organizational structure with varied transitions, acknowledging at least one counterclaim.
	Access Point
	ELA.7.C.1.AP.3 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)
ELA.6.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration and a logical organizational structure with varied transitions.
	Access Point
	ELA.6.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions.
	Essential Understandings • Define a claim • Given a list of possible arguments choose those which support a given claim • Sort relevant and irrelevant sources that support a given claim • Use a list of transitions (ex. for that reason, therefore, the second point that should be made) to link claims, ideas, and reasons • With guidance and support, use transitions to create a logical organizational structure (e.g., definition, compare/contrast, and cause/effect)
ELA.5.C.1.3	Write and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions.

	Access Point
	ELA.5.C.1.AP.3 Make a claim about a topic using evidence from sources and an organizational structure 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 sources to support a claim • Choose a graphic organizer to structure your claim • Identify transition words and or phrases • Select transition words and or phrases to use in a claim
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration and an organizational structure with transitions.
	Access Point
	ELA.4.C.1.AP.3 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
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
	Access Point
	ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion.
	Essential Understandings: • Participate in a shared writing activity of expressing an opinion • Identify a shared experience or topic to create an opinion • Select an opinion about a topic (e.g., I think, I feel…) • Identify a supporting reason to support opinion • Select an ending to opinion • Compose an ending to opinion
ELA.2.C.1.3	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.
	Access Point
	ELA.2.C.1.AP.3 Write an opinion about a topic with one supporting reason.
	Essential Understandings: • Participate in a shared writing activity of expressing an opinion • Identify a shared experience or topic to create an opinion • Select an opinion about a topic (e.g., I think, I feel…) • Identify a supporting reason to support opinion
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.
	Access Point
	ELA.1.C.1.AP.3 Write an opinion about a topic.
	Essential Understandings: • Participate in a shared writing activity of expressing an opinion • Identify a shared experience or topic to create an opinion • Select an opinion about a topic (e.g., I think, I feel…)

ELA.K.C.1.3	Using a combination of drawing, dictating and/or writing, express opinions about a topic or text with at least one supporting reason.
	Access Point
	ELA.K.C.1.AP.3 Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic.
	Essential Understandings: • Express an opinion using a student's preferred form of expressive communication (e.g., select a picture to show how you are feeling about something, draw a picture, etc...)

C.1.4 Expository Writing	
ELA.12.C.1.4	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.
	Access Point
	ELA.12.C.1.AP.4 Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.
	Essential Understandings • Identify the central ideas of a complex text • Identify evidence that supports the central idea of a complex text • Use an organizational pattern and corresponding transitions to write an expository text • Use appropriate tone to explain information from multiple sources. • Define active voice • Use active voice to explain information from a complex text
ELA.11.C.1.4	Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.
	Access Point
	ELA.11.C.1.AP.4 Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.
	Essential Understandings • Identify the central ideas of a complex text • Identify evidence that supports the central idea of a complex text • Use an organizational pattern and corresponding transitions to write an expository text • Use appropriate tone to explain information from multiple sources. • Define active voice • Use active voice to explain information from a complex text
ELA.10.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
	Access Point
	ELA.10.C.1.AP.4 Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
	Essential Understandings • Identify the central ideas of multiple text sources • Identify evidence that supports the central idea of texts • Use an organizational pattern and corresponding transitions to write an expository text • Use appropriate tone to explain information from multiple sources • Define active voice

	• Use active voice to explain information from multiple sources
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task.
	Access Point
	ELA.9.C.1.AP.4 Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task.
	Essential Understandings • Identify the central ideas of multiple sources • Identify evidence that supports the central idea of texts • Use an organizational pattern and corresponding transitions to write an expository text • Use appropriate tone to explain information from multiple sources
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization and varied purposeful transitions.
	Access Point
	ELA.8.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions.
	Essential Understandings • Define and identify examples of expository writing • Identify the topic from a source(s) • Identify facts and details related to the topic • Sort relevant and irrelevant information related to the topic • Develop the topic by using a mixture of relevant facts, definitions, quotes, examples, or details • Use a list of purposeful transitions (ex. First, second, lastly, a second kind of, in the same way, as a result, for instance, for this reason, in fact, similarly) 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
ELA.7.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
	Access Point
	ELA.7.C.1.AP.4 Write an expository text to explain information 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
ELA.6.C.1.4	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration and varied transitions.
	Access Point
	ELA.6.C.1.AP.4 Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions.
	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
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration and varied transitions.
	Access Point
	ELA.5.C.1.AP.4 Write an expository text about a topic, using multiple sources and an organizational structure with transitions.
	Essential Understandings: • Participate in a shared writing activity explaining or describing something • Select a topic to write about • Choose a graphic organizer to structure your expository text • Select a beginning • Compose a beginning • Identify a fact about a topic using a student's preferred form of expressive communication • Identify facts from a source • Select an ending • Compose an ending • Identify transition words and/or phrases that can be incorporated into expository text
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration and an organizational structure with transitions.
	Access Point
	ELA.4.C.1.AP.4 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 • Select a beginning • Compose a beginning • Identify a fact about a topic using a student's preferred form of expressive communication • Identify facts from a source • Select an ending • Compose an ending • Identify transition words that can be incorporated into expository text
ELA.3.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
	Access Point
	ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion.
	Essential Understandings: • Participate in a shared writing activity explaining or describing something

	- Select a topic to write about - Select a beginning - Compose a beginning - Identify a fact about a topic using a student's preferred form of expressive communication - Identify facts from a source - Select an ending - Compose an ending
ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions and a conclusion.
	Access Point
	ELA.2.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction and facts.
	Essential Understandings: - Participate in a shared writing activity explaining or describing something - Select a topic to write about - Select a beginning - Compose a beginning - Identify a fact about a topic using a student's preferred form of expressive communication - Identify facts from a source
ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.
	Access Point
	ELA.1.C.1.AP.4 Write an expository text about a topic, using a source, to provide facts.
	Essential Understandings: - Participate in a shared writing activity explaining or describing something - Select a topic to write about - Identify a fact about a topic using a student's preferred form of expressive communication - Identify facts from a source
ELA.K.C.1.4	Using a combination of drawing, dictating and/or writing, provide factual information about a topic.
	Access Point
	ELA.K.C.1.AP.4 Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic.
	Essential Understandings: Identify a fact about a topic using a student's preferred form of expressive communication (e.g., select a picture to convey a fact about how something works, draw a picture, etc...)

C.1.5 Improving Writing	
ELA.12.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to enhance purpose, clarity, structure and style.
	Access Point
	ELA.12.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style.
	Essential Understandings - Identify a purpose and an audience - Define clarity, structure, and style of writing - Use feedback to edit (grammar, sentence structure, punctuation, capitalization,

	clarity, structure, style, etc.) writing
ELA.11.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to improve clarity, structure and style.
	Access Point
	ELA.11.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style.
	Essential Understandings • Use feedback to edit (grammar, sentence structure, punctuation, capitalization, clarity, structure, style, etc.) writing • Define clarity, structure, and style of writing
ELA.10.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to address the needs of a specific audience.
	Access Point
	ELA.10.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience.
	Essential Understandings • Use feedback to edit (grammar, sentence structure, punctuation, capitalization, etc.) writing • Identify an audience
ELA.9.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising for clarity and cohesiveness.
	Access Point
	ELA.9.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness.
	Essential Understandings • Use feedback to edit (grammar, sentence structure, punctuation, capitalization, etc.) writing
ELA.8.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity and cohesiveness.
	Access Point
	ELA.8.C.1.AP.5 Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity.
	Essential Understandings • Find key words located in the prompt/task that describe the writing purpose (inform, argue, persuade, convince, choose, etc.) • Identify the purpose for writing • Identify and/or choose a topic • With an adult or peer, create 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
ELA.7.C.1.5	Improve writing by planning, revising and editing, considering feedback from adults and peers.
	Access Point
	ELA.7.C.1.AP.5 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
ELA.6.C.1.5	Improve writing by planning, revising and editing, considering feedback from adults and peers.
	Access Point
	ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, 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
ELA.5.C.1.5	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
	Access Point
	ELA.5.C.1.AP.5 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
ELA.4.C.1.5	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
	Access Point

	ELA.4.C.1.AP.5 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
ELA.3.C.1.5	Improve writing as needed by planning, revising and editing, with guidance and support from adults and feedback from peers.
	Access Point
	ELA.3.C.1.AP.5 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 • Comment on a peer's writing (give feedback) • Edit a given piece of writing with guidance and support from an adult • Revise writing piece to add more detail, description, or information
ELA.2.C.1.5	Improve writing as needed by planning, revising and editing, with guidance and support from adults and feedback from peers.
	Access Point
	ELA.2.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance and support from adults.
	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 • Plan a writing piece • Edit a given piece of writing with guidance and support from an adult • Revise writing piece to add more detail, description, or information
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising and editing.
	Access Point
	ELA.1.C.1.AP.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.
	Essential Understandings: • Participate in a shared revision and editing of writing activity with a model • Edit a given piece of writing with guidance and support from an adult • Select a writing sample to revise • Make a change to add more detail, description, or information to a writing sample
ELA.K.C.1.5	With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.
	Access Point
	ELA.K.C.1.AP.5 With guidance and support from adults, improve drawing and writing,

	as needed, by planning and revising.
	Essential Understandings: • Participate in a shared revision of writing activity with a model

Communicating Orally

C.2.1 Oral Presentation	
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.
	Access Point
	ELA.12.C.2.AP.1 Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.
	Essential Understandings • Maintain volume, pronunciation, and pacing when presenting information • Identify credible evidence • Define organization and focus • Identify effective rhetorical devices
ELA.11.C.2.1	Present information orally, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.
	Access Point
	ELA.11.C.2.AP.1 Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.
	Essential Understandings • Maintain volume, pronunciation, and pacing when presenting information • Identify credible evidence • Define organization and focus • Identify effective rhetorical devices
ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
	Access Point
	ELA.10.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.
	Essential Understandings • Maintain volume, pronunciation, and pacing when presenting information • Identify credible evidence • Define organization, focus, and clear perspective
ELA.9.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
	Access Point
	ELA.9.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.
	Essential Understandings • Maintain volume, pronunciation, and pacing when presenting information • Identify credible evidence • Define organization, focus, and clear perspective
ELA.8.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence.

	Access Point
	ELA.8.C.2.AP.1 Present information in a logical sequence, supporting the central idea with evidence, using the student's mode of communication with guidance and support .
	Essential Understandings • Sort relevant and irrelevant information related the central idea • Find evidence to support the central idea • Order the evidence in a logical sequence to support the central idea • Present information
ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea.
	Access Point
	ELA.7.C.2.AP.1 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
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
	Access Point
	ELA.6.C.2.AP.1 Present information in a logical sequence, using the student's mode of communication with guidance and support.
	Essential Understandings • Sort relevant and irrelevant information related to a given topic • Order factual statements in a logical sequence to describe a given topic • Present information
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
	Access Point
	ELA.5.C.2.AP.1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's 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 • Model rate of speed in oral expression
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
	Access Point
	ELA.4.C.2.AP.1 Express information in a logical sequence, using nonverbal cues, using the student's 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

ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
	Access Point
	ELA.3.C.2.AP.1 Express information in a logical sequence, using nonverbal cues, using the student's 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
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume and clear pronunciation.
	Access Point
	ELA.2.C.2.AP.1 Express information using complete sentences and appropriate volume, using the student's mode of communication.
	Essential Understandings: • Model expressing information • Indicate wants and needs • Use words or phrases • Modeling volume (speaking volume and device volume) • Model complete sentences
ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.
	Access Point
	ELA.1.C.2.AP.1 Express information using complete sentences and appropriate volume, using the student's mode of communication.
	Essential Understandings: • Model expressing information • Indicate wants and needs • Use words or phrases • Modeling volume (speaking volume and device volume) • Model complete sentences
ELA.K.C.2.1	Present information orally using complete sentences.
	Access Point
	ELA.K.C.2.AP.1 Express information using complete sentences, using the student's mode of communication.
	Essential Understandings: • Model expressing information • Indicate wants and needs • Use words or phrases • Model complete sentences

C.3 Conventions	
ELA.12.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.12.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. • Practice usage of rules to create flow in writing and/or presenting.
	Essential Understandings

	• Write a sentence following the rules of standard English grammar. • Write a sentence following the rules of punctuation. • Write a sentence following the rules of capitalization. • Write a sentence using correct spelling.
ELA.11.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.11.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. • Practice usage of rules to create flow in writing and/or presenting.
	Essential Understandings • Write a sentence following the rules of standard English grammar. • Write a sentence following the rules of punctuation. • Write a sentence following the rules of capitalization. • Write a sentence using correct spelling.
ELA.10.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.10.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. • Practice usage of rules to create flow in writing and/or presenting.
	Essential Understandings • Write a sentence following the rules of standard English grammar. • Write a sentence following the rules of punctuation. • Write a sentence following the rules of capitalization. • Write a sentence using correct spelling.
ELA.9.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.9.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. • Identify parallel structures and various types of phrases and clauses in a variety of writings or presentations. • Practice usage of rules to create flow in writing and/or presenting.
	Essential Understandings • Identify the components of parallel structure (i.e., consistent verb tenses of past, present, or future; noun patterns; adjectives; infinitives; clauses) given a piece of writing. • Identify different types of phrases and clauses (i.e., independent, dependent, prepositional, possessive, infinitive, adverbial, etc.) given a piece of writing. • Write a sentence following the rules of standard English grammar. • Write a sentence following the rules of punctuation. • Write a sentence following the rules of capitalization. • Write a sentence using correct spelling.
ELA.8.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.8.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support. • Vary sentence structure.

		Essential Understandings
		• Given a paragraph, identify a phrase and/or clause
		• Given a list of phrases and clauses, create two or more sentences with varied sentence structure
ELA.7.C.3.1		Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
		Access Point
		ELA.7.C.3.AP.1 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
		• Identify subjective, objective, and possessive case
		• Identify case as singular or plural
		• Identify personal pronouns
		• Recognize vague pronouns as having more than one possible antecedent
ELA.6.C.3.1		Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
		Access Point
		ELA.6.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.
		• Use conjunctions correctly to join words and phrases in a sentence.
		Essential Understandings
		• Recognize the symbol for a colon
		• Identify the purpose of a colon
		• Insert colons into a given sentence
		• Recognize the symbol for a hyphen
		• Identify the purpose of a hyphen
		• Insert hyphens into a given sentence
		• Organize words into sentences following grammatical rules and varied structure
ELA.5.C.3.1		Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
		Access Point
		ELA.5.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.
		• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
		• Identify main and subordinate clauses.
		Essential Understandings
		• Recognize that a complete sentence includes a subject and a verb
		• Select examples of complete sentences and examples of fragments or run-ons
		• Select a complete sentence that corrects a run-on or fragment
		• Define a main clause and subordinate clause
ELA.4.C.3.1		Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
		Access Point
		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
ELA.3.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.3.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Use interjections. • Use apostrophes to form contractions. • Identify quotation marks with dialogue and direct quotations. • Identify prepositions and prepositional phrases.
	Essential Understandings • Recognize examples of interjections (e.g., Hey! Oh! Ouch! Ugh! Wow!) • Select an interjection that could be included to enhance a sentence • Recognize the symbol for an apostrophe • Identify that one purpose of an apostrophe is to make a contraction • Match a contraction to the words it represents • Recognize the symbol for quotation marks • Identify the purpose of quotation marks • 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.)
ELA.2.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.2.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. • Use possessives and plural possessives. • Use subject-verb agreement in simple sentences. • Appropriately use pronouns. • Use commas in a series.
	Essential Understandings • Match a noun with the correct possessive or plural possessive form of the same noun (with or without picture supports) • Identify that one purpose of an apostrophe is to show possession. • Recognize the symbol for an apostrophe • Identify or select the correct form of a subject and verb to complete a simple sentence.

	- Identify if a simple sentence has correct subject-verb agreement when presented in a written or oral format - Locate subject and verb in a simple sentence - Identify examples of pronouns - Recognize the correct pronoun to replace a given noun - Recognize the symbol for a comma - Identify the purpose of a comma - Correctly place commas in a sentence that includes a series but has no commas
ELA.1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.1.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. - Capitalize proper nouns. - Form and use simple verb tenses for regular verbs by adding the affix -ed. - Form regular plural nouns orally by adding -s or -es.
	Essential Understandings - Identify words that begin with a capital letter - Sort examples of common nouns and proper nouns (e.g., Walmart and store, Bingo and dog, Sprite, and soda) - Match related present tense and past tense examples of regular verbs (e.g., jump and jumped, walk, and walked, learn, and learned) - Sort examples of regular nouns and regular plural nouns with or without picture support
ELA.K.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	Access Point
	ELA.K.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. - Capitalize the first word in a sentence, the pronoun I and use ending punctuation. - Form and use complete simple sentences. - Use interrogatives to ask questions.
	Essential Understandings - Distinguish between capital and lowercase letters - Identify words that begin with a capital letter - Recognize the symbol for a period, question mark, and exclamation point - Identify the purpose of a period, question mark, and exclamation point - Distinguish between a single word and a simple sentence - Recognize that a complete sentence includes a noun and a verb (i.e., who/what the sentence is about and what action occurs) - Recognize interrogatives (e.g., who, what, where, when, why, how) - Match the correct interrogative with the appropriate subject of a sentence (e.g., "_____ is that girl?" or "_____ are you going?")

Researching

C.4.1 Researching and Using Information	
ELA.12.C.4.1	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.
	Access Point
	ELA.12.C.4.AP.1 Summarize research on a topic to answer a question from a variety of

	sources.
	Essential Understandings • Define research, including citing sources and answering a research question • Identify reliable and valid research sources • Define reliability and validity • Identify a topical issue to research • Construct open-ended questions to align with a research topic • Summarize information from a reliable and valid source
ELA.11.C.4.1	Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts and synthesizing information from primary and secondary sources.
	Access Point
	ELA.11.C.4.AP.1a Organize literary research to answer a question, refining the scope of the question to align with interpretations of texts.
	Essential Understandings • Locate literary research • Define research, including citing sources and answering a research question • Identify reliable and valid research sources • Define reliability and validity
	ELA.11.C.4.AP.1b Summarize information from primary and secondary sources.
	Essential Understandings • Define a primary and a secondary source • Summarize information from a reliable and valid primary source • Summarize information from a reliable and valid secondary source • Construct open-ended questions to align with a research topic
ELA.10.C.4.1	Conduct research to answer a question, refining the scope of the question to align with findings and synthesizing information from multiple reliable and valid sources.
	Access Point
	ELA.10.C.4.AP.1a Conduct research to answer a question, drawing on multiple reliable and valid sources.
	Essential Understandings • Define research, including citing sources and answering a research question • Identify reliable and valid research sources • Define reliability and validity
	ELA.10.C.4.AP.1b Summarize information from multiple reliable and valid sources.
	Essential Understandings • Construct open-ended questions to align with a research topic • Summarize information from a reliable and valid source
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.
	Access Point
	ELA.9.C.4.AP.1a Conduct research to answer a question, drawing on a reliable and valid source.
	Essential Understandings • Define research, including citing sources and answering a research question • Identify reliable and valid research sources • Define reliability and validity
	ELA.9.C.4.AP.1b Clarify the scope of a question to align with research findings.
	Essential Understandings • Construct open-ended questions to align with a research topic
ELA.8.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.

	Access Point
	ELA.8.C.4.AP.1 Conduct research to answer a question, drawing on reliable and valid sources and generating additional questions, 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 used for research with guidance and support
ELA.7.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
	Access Point
	ELA.7.C.4.AP.1 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
ELA.6.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.
	Access Point
	ELA.6.C.4.AP.1 Conduct research to answer a question, identifying valid and reliable sources, with guidance and support.
	Essential Understandings • Identify a question to be answered through research • Identify valid and reliable sources from a list of examples and nonexamples • 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
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
	Access Point
	ELA.5.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources.
	Essential Understandings: • Choose from pre-selected reliable and 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
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.
	Access Point
	ELA.4.C.4.AP.1 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
ELA.3.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple sources.
	Access Point
	ELA.3.C.4.AP.1 Participate in research to answer a question, organizing information about the topic from multiple sources.
	Essential Understandings: • Choose from pre-selected 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
ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic using multiple sources.
	Access Point
	ELA.2.C.4.AP.1 Participate in guided research to gather information to answer a question about a single topic using multiple sources.
	Essential Understandings: • Choose from pre-selected 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
ELA.1.C.4.1	Participate in research to gather information to answer a question about a single topic.
	Access Point
	ELA.1.C.4.AP.1 Participate in guided research to gather information to answer a question about a single topic.
	Essential Understandings: • Choose from pre-selected 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
ELA.K.C.4.1	Recall information to answer a question about a single topic.
	Access Point
	ELA.K.C.4.AP.1 Identify information to answer a question about a single topic.
	Essential Understandings: • From a choice of two or three select pictures/objects to answer question

Creating and Collaborating

C.5.1 Multimedia	
ELA.12.C.5.1	Design and evaluate digital presentations for effectiveness.
	Access Point
	ELA.12.C.5.AP.1 Plan and create a digital presentation for effectiveness.
	Essential Understandings • Define effectiveness of a digital presentation • Use a rubric to determine effectiveness of a digital presentation • Identify an audience • Identify important components of a digital presentation (such as a coherent idea, clear perspective, and interactive opportunities) • Edit or revise a digital presentation to improve the effectiveness
ELA.11.C.5.1	Create digital presentations to improve the experience of the audience.
	Access Point
	ELA.11.C.5.AP.1 Integrate details into a digital presentation to improve the experience of the audience.

	Essential Understandings • Identify an audience • Identify important components of a digital presentation (such as a coherent idea, clear perspective, and interactive opportunities) • Edit or revise a digital presentation to improve the experience of the audience
ELA.10.C.5.1	Create digital presentations to improve understanding of findings, reasoning and evidence.
	Access Point
	ELA.10.C.5.AP.1 Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence.
	Essential Understandings • Define a digital presentation • Identify examples of a digital presentation • Identify important components of a digital presentation (such as a coherent idea and clear perspective) • Identify how findings, reasoning, and evidence can be included in a digital presentation
ELA.9.C.5.1	Create digital presentations with coherent ideas and a clear perspective.
	Access Point
	ELA.9.C.5.AP.1 Integrate a detail into a digital presentation with a coherent idea and a clear perspective.
	Essential Understandings • Define a digital presentation • Identify examples of a digital presentation • Identify important components of a digital presentation (such as a coherent idea and clear perspective)
ELA.8.C.5.1	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
	Access Point
	ELA.8.C.5.AP.1 Arrange a variety of digital media to emphasize the relevance of a topic or idea in oral or written tasks with guidance and support.
	Essential Understandings • Identify a topic or idea for an oral or written task • Identify the intended audience • Identify from provided choices which multimedia feature emphasizes the relevance of a topic or idea (e.g., audio clip, embedded video, maps, and diagrams) • Organize chosen elements to emphasize the relevance of a topic or idea. • With guidance and support, determine what multimedia features should/could be included in the presentation to enhance the relevance of a topic or idea
ELA.7.C.5.1	Integrate diverse digital media to build cohesion in oral or written tasks.
	Access Point
	ELA.7.C.5.AP.1 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

ELA.6.C.5.1	Integrate diverse digital media to enhance audience engagement in oral or written tasks.
	Access Point
	ELA.6.C.5.AP.1 Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks.
	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 audience engagement
ELA.5.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
	Access Point
	ELA.5.C.5.AP.1 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 or clarity
ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.
	Access Point
	ELA.4.C.5.AP.1 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
ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.
	Access Point
	ELA.3.C.5.AP.1 Identify one or more multimedia elements to enhance oral and written tasks.
	Essential Understandings: • Use drawings, pictures, artifacts, audio, or digital representations
ELA.2.C.5.1	Use one or more multimedia element(s) to enhance oral or written tasks.
	Access Point
	ELA.2.C.5.AP.1 Identify one multimedia element to enhance oral or written tasks.
	Essential Understandings: • Use a drawing, picture, artifact, audio, or digital representation
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
	Access Point
	ELA.1.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options.
	Essential Understandings: • Select a drawing, picture, artifact, audio, or digital representation
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.
	Access Point
	ELA.K.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options.
	Essential Understandings: • Select a drawing, picture, artifact, audio, or digital representation

C.5.2 Technology in Communication	
ELA.12.C.5.2	Create, publish and share multimedia texts through a variety of digital formats.
	Access Point
	ELA.12.C.5.AP.2 Create, publish and share a multimedia text through a variety of digital formats.
	Essential Understandings • Identify multimedia elements • Identify examples of multimedia elements • Use multimedia elements in publication-ready quality writing • Identify an audience • Identify examples of publication-ready quality writing • Identify examples of online collaborative platforms • Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.) • Identify an online site, LAN site, or other digital publishing format • Publish writing on an online site, LAN site, or other digital publishing format
ELA.11.C.5.2	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
	Access Point
	ELA.11.C.5.AP.2 Create and share quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
	Essential Understandings • Identify multimedia elements • Identify examples of multimedia elements • Use multimedia elements in publication-ready quality writing • Identify an audience • Identify examples of publication-ready quality writing • Identify examples of online collaborative platforms • Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.) • Identify an online or LAN site • Publish writing on an online or LAN site
ELA.10.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
	Access Point
	ELA.10.C.5.AP.2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
	Essential Understandings • Identify multimedia elements • Identify examples of multimedia elements • Use multimedia elements in publication-ready quality writing • Identify an audience • Identify examples of publication-ready quality writing • Identify examples of online collaborative platforms • Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.) • Publish writing on an online collaborative platform
ELA.9.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing

	tailored to a specific audience.
	Access Point
	ELA.9.C.5.AP.2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience.
	Essential Understandings • Identify an audience • Identify examples of publication-ready quality writing • Identify examples of online collaborative platforms • Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.) • Publish writing on an online collaborative platform
ELA.8.C.5.2	Use a variety of digital tools to collaborate with others to produce writing.
	Access Point
	ELA.8.C.5.AP.2 Identify two or more digital tools to collaborate with others to produce writing.
	Essential Understandings • Collaboratively 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) • Collaboratively choose one or more digital tools to plan, draft, and revise writing • Collaboratively 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 • Collaboratively, revise writing to correct errors in grammar, punctuation, capitalization, and spelling • Collaboratively, explore digital tools used to share writing (ex. digital presentation software, email, social media, video presentation, YouTube) • Collaboratively use one or more digital tools (ex. digital presentation software, email, social media, video presentation, YouTube) to share writing
ELA.7.C.5.2	Use digital tools to produce and share writing.
	Access Point
	ELA.7.C.5.AP.2 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
ELA.6.C.5.2	Use digital tools to produce writing.
	Access Point
	ELA.6.C.5.AP.2 Identify digital tools to produce 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
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	Access Point
	ELA.5.C.5.AP.2 Use digital writing tools individually or collaboratively to plan, 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 a planning tool or a graphic organizer to plan writing • Use digital features to revise draft (e.g., spell check, thesaurus, immersive reader, etc..,)
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	Access Point
	ELA.4.C.5.AP.2 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..,)
ELA.3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	Access Point
	ELA.3.C.5.AP.2 Use digital writing tools individually or collaboratively to draft 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
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.
	Access Point
	ELA.2.C.5.AP.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
	Essential Understandings: • Explore digital tools that can be used to produce and publish writing • Select a digital tool to produce and publish writing
ELA.1.C.5.2	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
	Access Point
	ELA.1.C.5.AP.2 Identify digital tools to produce and publish writing individually or with peers and with support from adults**.**
	Essential Understandings: • Explore digital tools that can be used to produce and publish writing

This benchmark isn't present in Kindergarten

Vocabulary

Finding Meaning

V.1.1 Academic Vocabulary	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.12.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
	Essential Understandings • Define grade-level content vocabulary terms • Identify grade-level content vocabulary terms within content area • Use grade-level content vocabulary terms in a sentence
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.11.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
	Essential Understandings • Define grade-level content vocabulary terms • Identify grade-level content vocabulary terms within content area • Use grade-level content vocabulary terms in a sentence
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.10.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
	Essential Understandings • Define grade-level content vocabulary terms • Identify grade-level content vocabulary terms within content area • Use grade-level content vocabulary terms in a sentence
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.9.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
	Essential Understandings • Define grade-level content vocabulary terms • Identify grade-level content vocabulary terms within content area • Use grade-level content vocabulary terms in a sentence
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.8.V.1.AP.1 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
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point

	ELA.7.V.1.AP.1 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
ELA.6.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	Access Point
	ELA.6.V.1.AP.1 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
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.5.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.
	Essential Understandings • Use familiar academic vocabulary using the student's preferred mode of communication • Identify familiar academic vocabulary using the student's preferred mode of communication
ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of 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
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.3.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of 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
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.2.V.1.AP.1 Identify grade-level academic vocabulary appropriately in communication, using the student's mode of 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
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.1.V.1.AP.1 Identify grade-level academic vocabulary appropriately in communication, using the student's mode of communication.
	Essential Understandings • Identify familiar academic vocabulary using the student's preferred mode of communication
ELA.K.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	Access Point
	ELA.K.V.1.AP.1 Use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.
	Essential Understandings • Identify familiar academic vocabulary using the student's preferred mode of communication

V.1.2 Morphology	
ELA.12.V.1.2	Apply knowledge of etymology, derivations and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.12.V.1.AP.2 Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level.
	Essential Understandings • Define etymology • Define derivations • Identify the use of etymology and derivations within grade-level content • Identify examples of commonly used foreign phrases in grade-level content NOTE: See Foreign Words and Phrases in appendix of ELA Best Standards
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.11.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.
	Essential Understandings • Define etymology • Define derivations • Identify the use of etymology and derivations within grade-level content
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.10.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.
	Essential Understandings • Define etymology • Define derivations • Identify the use of etymology and derivations within grade-level content

ELA.9.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.9.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.
	Essential Understandings • Define etymology • Define derivations • Identify the use of etymology and derivations within grade-level content
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.8.V.1.AP.2 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 NOTE: See 6th-8th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.7.V.1.AP.2 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 NOTE: See 6th-8th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	Access Point
	ELA.6.V.1.AP.2 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 NOTE: See 6th-8th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.5.V.1.2		Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.
		Access Point
		ELA.5.V.1.AP.2 Apply knowledge of 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 with guidance and support.
		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 NOTE: See 3rd-5th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.4.V.1.2		Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
		Access Point
		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 NOTE: See 3rd-5th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.3.V.1.2		Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
		Access Point
		ELA.3.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 • Match familiar 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 NOTE: See 3rd-5th Grade Sample List of Greek and Latin Root and Affixes in appendix of ELA Best Standards
ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
	Access Point
	ELA.2.V.1.AP.2 Identify base words and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level.
	Essential Understandings • Match familiar 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) • Locate base words and affixes within a word NOTE: See Morphology Base Words in appendix of ELA Best Standards
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content.
	Access Point
	ELA.1.V.1.AP.2 Identify frequently occurring base words and their common inflections in grade-level content at the student's ability level.
	Essential Understandings • Match familiar base words and their common inflections to form familiar words • Match pictures that depict a base word and a base word with common inflections to written representations of the words • Identify pictures that depict a base word and a base word with common inflections when the words are orally presented NOTE: See Morphology Base Words in appendix of ELA Best Standards
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
	Access Point
	ELA.K.V.1.AP.2 Identify unfamiliar words in grade-level content at the student's ability level.
	Essential Understandings • Sort unfamiliar and familiar spoken words selected from grade-level content • Sort unfamiliar and familiar words paired with pictures selected from grade-level content.

V.1.3 Context and Connotation	
ELA.12.V.1.3	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.

	Access Point
	ELA.12.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.
	Essential Understandings • Define and identify context clues • Define and identify figurative language appropriate to grade level content • Define and identify word relationships • Define and identify reference materials appropriate to grade level content • Define and identify connotation and denotation Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.11.V.1.3	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.
	Access Point
	ELA.11.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.
	Essential Understandings • Define and identify context clues • Define and identify figurative language appropriate to grade level content • Define and identify word relationships • Define and identify reference materials appropriate to grade level content • Define and identify connotation and denotation Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.10.V.1.3	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.
	Access Point
	ELA.10.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.
	Essential Understandings • Define and identify context clues • Define and identify figurative language appropriate to grade level content • Define and identify word relationships • Define and identify reference materials appropriate to grade level content • Define and identify connotation and denotation Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.9.V.1.3	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.
	Access Point
	ELA.9.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's

	ability level.
	Essential Understandings • Define and identify context clues • Define and identify figurative language appropriate to grade level content • Define and identify word relationships • Define and identify reference materials appropriate to grade level content • Define and identify connotation and denotation Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.8.V.1.3	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.
	Access Point
	ELA.8.V.1.AP.3 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 content at the student's ability level with guidance and support.
	Essential Understandings • Review the meaning of connotative • Review the meaning of denotative. • Review concepts of context clues • Review concepts of figurative language (ex. simile, metaphor, hyperbole, personification, imagery) • Review concepts of background knowledge • Find the meaning of a word through context by examining the words before and after the unfamiliar word • Find the meaning of unfamiliar words through reference materials (dictionary, thesaurus, online references, digital tools) • Use a list to reference common Greek and Latin roots and affixes • Use reference materials (dictionary, thesaurus, online references, digital tools) to verify the meaning of a word Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.7.V.1.3	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.
	Access Point
	ELA.7.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support.
	Essential Understandings • Discuss the meaning of connotative • Review concepts of context clues • Review concepts of figurative language (ex. simile, metaphor, hyperbole, personification, imagery) • Review concepts of background knowledge • Find the meaning of a word through context by examining the words before and after the unfamiliar word • Find the meaning of unfamiliar words through reference materials (dictionary, thesaurus, online references, digital tools)

		• Use a list to reference common Greek and Latin roots and affixes • Use reference materials (dictionary, thesaurus, online references, digital tools) to verify the meaning of a word Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.6.V.1.3		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.
	Access Point	
		ELA.6.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support.
	Essential Understandings	
		• Discuss the meaning of denotative • Discuss the meaning of context clues • Discuss the meaning of figurative language • Discuss the meaning of background knowledge • Find the meaning of a word through context by examining the words before and after the unfamiliar word • Find the meaning of unfamiliar words through reference materials (dictionary, thesaurus, online references, digital tools) • Use a list to reference common Greek and Latin roots and affixes • Find meaning using the Greek and Latin roots and affixes chart Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.5.V.1.3		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.
	Access Point	
		ELA.5.V.1.AP.3 Identify and use picture clues, 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 content at the student's ability level with guidance and support.
	Essential Understandings	
		• Match a given example of figurative language to its meaning or definition (e.g., idiom: break a leg, alliteration: Peter Piper picked a peck of pickled peppers, metaphor: heart of gold) • 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 Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.4.V.1.3		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.
	Access Point	
		ELA.4.V.1.AP.3 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 Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.3.V.1.3	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.
	Access Point
	ELA.3.V.1.AP.3 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 in appropriate to grade-level content at the student's ability level.
	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 Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.2.V.1.3	Identify and use context clues, word relationships, background knowledge, reference materials and/or background knowledge to determine the meaning of unknown words.
	Access Point
	ELA.2.V.1.AP.3 Identify and use picture clues, context clues, word relationships and/or background knowledge to determine the meaning of unknown words at the student's ability level.
	Essential Understandings • Identify common word relationships (synonyms and antonyms) • Select pictures that depict known parts of the sentence • Identify unknown words in a familiar text presented auditorily or visually Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
	Access Point
	ELA.1.V.1.AP.3 Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student's ability level.
	Essential Understandings • Select pictures that depict known parts of the sentence • Identify unknown words in a familiar text presented auditorily or visually Note: See Context Clues and Word Relationships in appendix of ELA Best Standards
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background

	knowledge.
	Access Point
	ELA.K.V.1.AP.3 Identify categories of common words in grade-level text at the student's ability level, using the student's mode of communication.
	Essential Understandings • Indicate a connection to a common word using the student's preferred mode of communication • Recognize common words from a familiar text or story presented auditorily or visually Note: See Context Clues and Word Relationships in appendix of ELA Best Standards