

**Access English 2**

**(#7910125)**

**Course Standards**

**[ELA.10.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15137)** Write narratives using an appropriate pace to create tension, mood, and/or tone.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17916) | Write a narrative using an appropriate pace to create tension, mood and/or tone. |  |  |  |
| EssentialUnderstandings | * 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
* Define narrative as a story
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| Resources: |  |  |  |  |

[**ELA.10.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15138) 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.

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

*Clarification 2*: The tone should be both formal and objective, relying more on argument and [rhetorical appeals](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) rather than on propaganda techniques. Use [narrative techniques](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) to strengthen writing where appropriate.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17926) | 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. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.10.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15139)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.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17936) | Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.10.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15140) Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17946) | 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. |  |  |  |
| EssentialUnderstandings | * Use feedback to edit (grammar, sentence structure, punctuation, capitalization, etc.) writing
* Identify an audience
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| Resources: |  |  |  |  |

[**ELA.10.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15141) Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

**Clarifications:**
*Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17956) | 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. |  |  |  |
| EssentialUnderstandings | * Maintain volume, pronunciation, and pacing when presenting information
* Identify credible evidence
* Recognize organization, focus, and clear perspective
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| Resources: |  |  |  |  |

[**ELA.10.C.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15142)Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

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

* Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

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

* Use knowledge of usage rules to create flow in writing and presenting.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17966) | 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.
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| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.10.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15143) 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.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.4.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/18540) | Conduct research to answer a question, drawing on multiple reliable and valid sources. |  |  |  |
| EssentialUnderstandings | * Define research, including citing sources and answering a research question
* Identify reliable and valid research sources
* Define reliability and validity
 |  |  |  |
| Resources: |  |  |  |  |
| [ELA.10.C.4.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/18541) | Summarize informationfrom multiple reliable and valid sources. |  |  |  |
| EssentialUnderstandings | * Construct open-ended questions to align with a research topic
* Summarize information from a reliable and valid source
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| Resources: |  |  |  |  |

[**ELA.10.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15144)Create digital presentations to improve understanding of findings, reasoning, and evidence.

**Clarifications:**
*Clarification 1*: The presentation may be delivered live or delivered as a stand-alone digital experience.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17978) | Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.10.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15145) Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17991) | Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.10.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15126) Analyze how key elements enhance or add layers of meaning and/or style in a literary text.

**Clarifications:**
*Clarification 1*: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

*Clarification 2*: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:
Layer 1) the literal level, what the words actually mean
Layer 2) mood, those feelings that are evoked in the reader
Layer 3) tone, the author’s attitude
Layer 4) author’s purpose (interpretation of author’s purpose as it is often inferred).

*Clarification 3*: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author’s message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author’s voice.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17892) | Explain how key elements increase understanding of literary text and/or style. |  |  |  |
| EssentialUnderstandings | * Identify the key literary elements as 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
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| Resources: |  |  |  |  |

[**ELA.10.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15127) Analyze and compare universal themes and their development throughout a literary text.

**Clarifications:**
*Clarification 1*: A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17786) | Comparehow universal themes and their development are used throughout a literary text. |  |  |  |
| EssentialUnderstandings | * Identify differences in key elements (characters, plot, tone, setting, etc.) throughout a literary text
* Identify similarities in key elements (characters, plot, tone, setting, etc.) throughout in a literary text
* Identify a linear sequence (timeline) of how a theme is developed in a literary text
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| Resources: |  |  |  |  |

[**ELA.10.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15128)Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

**Clarifications:**
*Clarification 1*: For more information, see [Literary Periods](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| ELA.10.R.1.AP.3a | Identify how the author represents conflicting perspectives. |  |  |  |
| EssentialUnderstandings | * Define conflicting perspectives
* Identify examples of conflicting perspectives in a text
* Use a graphic organizer to compare and contrast conflicting perspectives
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| Resources: |  |  |  |  |
| ELA.10.R.1.AP.3b | Explain the coming-of-age experiences reflected in a text. |  |  |  |
| EssentialUnderstandings | * Define coming of age experiences as characters’ shifts in perspectives due to growth or maturity
* Identify examples of coming-of-age examples of a text
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| Resources: |  |  |  |  |

[**ELA.10.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15231)Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Clarifications:**
*Clarification 1*: For more information, see [Literary Periods](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17810)  | Explain how authors create multiple layers of meaning and/or ambiguity in a poem. |  |  |  |
| EssentialUnderstandings | * Identify figurative language in a poem
* Define ambiguity in a poem as being open to more than one interpretation
* Define layers of meaning in a poem, i.e., mood, tone, purpose
* Discuss multiple layers of meaning and/or ambiguity in a poem by using a sensory experience or graphic organizer
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| Resources: |  |  |  |  |

[**ELA.10.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15129)Analyze the impact of multiple text structures and the use of features in text(s).

**Clarifications:**
*Clarification 1*: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2*: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17820) | Describe the impact of multiple text structures. |  |  |  |
| EssentialUnderstandings | * 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
* Recognize the purpose of a text
* Recognize the central idea of a text
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| Resources: |  |  |  |  |

[**ELA.10.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15130)Analyze the central idea(s) of historical American speeches and essays.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17831) | Explain the central idea(s) of historical American speeches and essays. |  |  |  |
| EssentialUnderstandings | * 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
* Define central idea as what the text is mainly about
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15131)Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.

**Clarifications:**
*Clarification 1*: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2*: See [Rhetorical Appeals](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) and [Rhetorical Devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17841) | Explain the author’s choices in establishing and achieving purpose(s) in historical American speeches and essays. |  |  |  |
| EssentialUnderstandings | * Identify the author’s purpose(s)
* Identify evidence that supports the author’s purpose(s)
* Discuss historical American content within its context
* Define logos, ethos, pathos, Kairos
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| Resources: |  |  |  |  |

[**ELA.10.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15132) 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.

**Clarifications:**
*Clarification 1*: Validity refers to the soundness of the arguments.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.2.AP.4a](https://www.cpalms.org/PreviewAccessPoint/Preview/17854) | Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |
| [ELA.10.R.2.AP.4b](https://www.cpalms.org/PreviewAccessPoint/Preview/17855) | Compare how the authors use the same information to achieve different arguments. |  |  |  |
| EssentialUnderstandings | * Identify the similarities between two opposing arguments on the same topic
* Identify the differences between two opposing arguments on the same topic
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15133)Analyze how figurative language creates mood in text(s).

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

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17867) | Explain how figurative language creates mood in text(s). |  |  |  |
| EssentialUnderstandings | * 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
* Define mood as the emotion evoked in the reader while reading the text
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| Resources: |  |  |  |  |

[**ELA.10.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15134) Paraphrase content from grade-level texts.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.3.AP.2](file:///C%3A%5CUsers%5Cyu.christina%5CDownloads%5Ccpalms.org%5CPreviewAccessPoint%5CPreview%5C17878) | Summarize information from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * Define a summary as a brief statement that retells the main points of a text
* Identify the central idea of grade-level content
* Identify the details that support the central idea of grade-level content
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| Resources: |  |  |  |  |

[**ELA.10.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15135) Analyze how mythical, classical, or religious texts have been adapted.

**Clarifications:**
*Clarification 1*: The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17896) | Describe how mythical, classical or religious texts have been adapted. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15136) Analyze an author’s use of rhetoric in a text.

**Clarifications:**
*Clarification 1*: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15133) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

*Clarification 3*: See [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

*Clarification 4*: See [Rhetorical Appeals](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) and [Rhetorical Devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17906) | Summarize an author’s use of rhetoric in a text. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15146)Integrate academic vocabulary appropriate to grade level in speaking and writing.

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

*Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

## Related Access Points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18004) | Use grade-level content vocabulary in communication, using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * Define grade-level content vocabulary terms
* Identify grade-level content vocabulary terms within content area
* Use grade-level content vocabulary terms in a sentence
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15147) Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**
*Clarification 1*: Etymology refers to the study of word origins and the ways that words have changed over time.

*Clarification 2*: Derivation refers to making new words from an existing word by adding affixes.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18015) | Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student’s ability level. |  |  |  |
| EssentialUnderstandings | * Define etymology
* Define derivations
* Identify the use of etymology and derivations within grade-level content
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.10.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15148) Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

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

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

*Clarification 3*: See [ELA.10.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15133) and [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

**Related Access Points**

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| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.10.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18003) | 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. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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