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**Access English 4**

# (#7910135)

**Course Standards**

[**ELA.12.C.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15185)Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

**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.12.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17914) | Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes. |  |  |  |
| EssentialUnderstandings | * 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
* Define complex narrative writing as a story with more than one plot
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| Resources: |  |  |  |  |

[**ELA.12.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15186)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.

**Clarifications:**
*Clarification 1*: See Writing Types and Elaborative Techniques.

*Clarification 2*: These written works will take longer and are meant to reflect thorough research and analysis.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17924) | 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. |  |  |  |
| EssentialUnderstandings | * 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
* 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
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| Resources: |  |  |  |  |

[**ELA.12.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15187)Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.

**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.12.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17934) | Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.12.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15188) Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17944) | Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style. |  |  |  |
| EssentialUnderstandings | * Identify a purpose and an audience
* Recognize clarity, structure, and style of writing
* Use feedback to edit (grammar, sentence structure, punctuation, capitalization, clarity, structure, style, etc.) writing
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15189)Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.

**Clarifications:**
*Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using [rhetorical devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.

*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.12.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17954) | 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. |  |  |  |
| EssentialUnderstandings | * Maintain volume, pronunciation, and pacing when presenting information
* Identify credible evidence
* Recognize organization and focus
* Identify effective rhetorical devices
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| Resources: |  |  |  |  |

[**ELA.12.C.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15190) Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**
*Clarification 1*: See [Convention Progression by Grade Level](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) for more information.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17964) | 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.12.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15191) Conduct research on a topical issue to answer a question and synthesize information from a variety of 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.12.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18536) | Summarize research on a topic to answer a question from a variety of sources. |  |  |  |
| EssentialUnderstandings | * 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
* Conduct research
* Summarize information from a reliable and valid source
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| Resources: |  |  |  |  |

[**ELA.12.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15192)Design and evaluate digital presentations for effectiveness.

**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.12.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17976) | Plan and create a digital presentation for effectiveness. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15193)Create, publish, and share multimedia texts through a variety of digital formats.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17988) | Create, publish and share a multimedia text through a variety of digital formats. |  |  |  |
| 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.)
* Identify an online site, LAN site, or other digital publishing format
* Publish writing on an online site, LAN site, or other digital publishing format
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| Resources: |  |  |  |  |

[**ELA.12.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15173) 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.

**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.

*Clarification 4*: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.1.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/17773) | Analyze how key elements increase understanding of literary text and/or style. |  |  |  |
| EssentialUnderstandings | * 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 as figurative language
 |  |  |  |
| [ELA.12.R.1.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/17774) | Compare and contrast how the key elements impact the functional significance in interpreting the literary text. |  |  |  |
| EssentialUnderstandings | * Define the process of comparing and contrasting as identifying similarities and differences
* Identify how key elements change throughout a text
* Define functional significance as the role each element plays in creating meaning or effect for the reader
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| Resources: |  |  |  |  |

[**ELA.12.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15174)Analyze two or more themes and evaluate their development throughout a literary text.

**Clarifications:**
*Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.1.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/17783) | Distinguish two or more themes throughout a literary text. |  |  |  |
| EssentialUnderstandings | * Identify a theme (author’s message/a complete thought) of a literary text
* Identify key elements (character actions, setting, tone, plot) of a literary text that are the same
* Identify key elements (character actions, setting, tone, plot) of a literary text that are different
* Identify evidence (words or phrases) related to themes in a text
* Define theme as the underlying message the author is trying to convey, (Love is a powerful force; Kindness always wins; Hard work pays off, etc.)
 |  |  |  |
| [ELA.12.R.1.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/17784) | Show the development of two or more themes throughout a literary text. |  |  |  |
|  | * Identify evidence (words or phrases) related to themes in a literary text
* Identify two or more themes 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.12.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15175)Evaluate the development of character perspective, including conflicting perspectives.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17794) | Show the development of character perspective, including conflicting perspectives. |  |  |  |
| EssentialUnderstandings | * Use a graphic organizer to compare and contrast a characters’ perspectives, including conflicting perspectives
* Define perspective as a particular attitude toward or way of regarding something
* Define point of view as the view of the person telling the story, i.e., first person, second person, third-person omniscient
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| Resources: |  |  |  |  |

**[ELA.12.R.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/15176)** Evaluate works of major poets in their historical context.

**Clarifications:**
*Sample poets for this benchmark include*:

* Emily Dickinson
* Langston Hughes
* Robert Frost
* Phyllis Wheatley
* Edna St. Vincent Millay
* Countee Cullen
* Robert Burns
* Percy Bysshe Shelley

*Clarification 1*: A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2*: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3*: 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.12.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17808) | Analyze the connection between works of major poets and their historical context. |  |  |  |
| EssentialUnderstandings | * Define historical context.
* Use a graphic organizer to identify similarities between works of major poets and create a timeline of the historical context
* Use a graphic organizer to identify differences between works of major poets and create a timeline of the historical context
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15177) Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**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.12.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17818) | Explain how the structure(s) and features make the text(s) more effective. |  |  |  |
| EssentialUnderstandings | * 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
* Recognize the purpose of a text
* Recognize the central idea of a text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15178)Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.2.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/17828) | Analyze how an author develops the central idea(s). |  |  |  |
| EssentialUnderstandings | * Identify and provide examples of the supports the author uses for a central idea
 |  |  |  |
| [ELA.12.R.2.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/17829) | Explain how the author makes the support more effective. |  |  |  |
| EssentialUnderstandings | * Identify and provide examples of additional devices, i.e., data, experience, logic, the author uses to make the support more effective
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| Resources: |  |  |  |  |

[**ELA.12.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15179) Evaluate an author’s choices in establishing and achieving purpose(s).

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17839) | Analyze an author’s choices in establishing and achieving purpose(s). |  |  |  |
| EssentialUnderstandings | * Summarize the author’s purpose(s)
* Identify evidence that supports the author’s purpose(s)
* Define logos, ethos, pathos, Kairos
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15180)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.

**Clarifications:**
*Clarification 1*: For more information on types of reasoning, see [Types of Logical Reasoning](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

*Clarification 2*: 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).

*Clarification 3*: 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.12.R.2.AP.4a](https://www.cpalms.org/PreviewAccessPoint/Preview/17850) | Compare the development of multiple arguments in related texts, evaluating the validity of the claims. |  |  |  |
| EssentialUnderstandings | * 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](https://www.cpalms.org/PreviewAccessPoint/Preview/17851) | Compare the authors’ reasoning, use of the same information, and/or the authors’ rhetoric of multiple arguments in related texts. |  |  |  |
| EssentialUnderstandings | * Provide examples of the types of logical reasoning (including deductive, inductive, and abductive) used in multiple arguments of related texts
* Define rhetorical 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
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| Resources: |  |  |  |  |

[**ELA.12.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15181)Evaluate an author’s use of figurative language.

**Clarifications:**
*Clarification 1*: Figurative language use that students will evaluate 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.12.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17864) | Analyze an author’s use of figurative language. |  |  |  |
| 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 details that support the use of figurative language in a text
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| Resources: |  |  |  |  |

[**ELA.12.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15182)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.12.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17876) | Summarize information from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * Define 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.12.R.3.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/15183)** Analyze the influence of classic literature on contemporary world texts.

**Clarifications:**
*Clarification 1*: Classic literature for this benchmark should be drawn from and representative of the following periods:

* Classical Period (1200 BCE–455 CE)
* Medieval Period (455 CE–1485 CE)
* Renaissance Period (1300–1600)
* Restoration and 18th Century (1660–1790) British Literature
* Colonial and Early National Period (1600–1830) American Literature
* Romantic Period (1790–1870)
* Realism and Naturalism Period (1870–1930)
* Modernist Period (1910–1945)

*Clarification 2*: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17893) | Compare and contrast the influence of classical literature on contemporary world texts. |  |  |  |
| EssentialUnderstandings | * 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
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| Resources: |  |  |  |  |

[**ELA.12.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15184)Evaluate rhetorical choices across multiple texts.

**Clarifications:**
*Clarification 1*: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

*Clarification 2*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15157) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

*Clarification 3*: See [Secondary Figurative Language](https://www.cpalms.org/Public/PreviewStandard/Preview/15157).*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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17904) | Analyze rhetorical choices across multiple texts. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

 [**ELA.12.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15194) 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.12.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18001) | 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.12.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15195)Apply knowledge of etymology, derivations, and commonly used foreign phrases 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.

*Clarification 3*: See [Foreign Words and Phrases](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) for a list of commonly used foreign phrases.

## Related Access Points

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| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.12.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18013) | 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. |  |  |  |
| EssentialUnderstandings | * 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
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.12.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15196)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/AppendixD.pdf) and [Word Relationships](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf).

*Clarification 3*: See [ELA.12.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15181) 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.12.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18016) | 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.