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**Access Language Arts**

**Grade 5**

**(#7710016)**

**Course Standards**

**[ELA.5.C.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15017)** Demonstrate fluent and legible cursive writing skills.

**Clarifications:**  
*Clarification 1*: Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17911) | Write cursive letters with adequate spacing |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15018)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.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17921) | 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 personal story or topic to create a narrative * Create a beginning, middle and end of a narrative * Add details to the beginning, middle and end * Include transitional words such as first, next, and last in a narrative * Define dialogue as conversation between two or more characters * Include dialogue between characters in a narrative * Define personal narrative as a story relating to a personal experience * Define fiction as not real |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.1.3:**](https://www.cpalms.org/PreviewStandard/Preview/15019) Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17931) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15020) Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17941) | 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 * Compose an introduction * Identify a fact about a topic using a student’s preferred form of expressive communication * Identify facts from a source * Compose a conclusion * Identify transition words and/or phrases that can be incorporated into expository text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15021) Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17951) | Improve writing as needed by planning, revising, and editing with guidance, support and modeling from adults and feedback from peers. |  |  |  |
| Essential Understandings | * Participate in a shared planning of writing activity with a model * Participate in a shared revision and editing of writing activity with a model * Participate in a shared writing activity modeling giving feedback * Plan a writing piece * Edit a given piece of writing with guidance and support from an adult * Comment on a peer’s writing (give feedback) * Ask a peer about their writing * Revise writing piece to address feedback from peer to add more detail, description, or information |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15022) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

**Clarifications:**  
*Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. This is the initial grade level that introduces appropriate pacing. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17961) | Express information in a logical sequence, using nonverbal cues, and awareness of pacing, using the student's identified mode of communication. |  |  |  |
| Essential Understandings | * Model expressing information * Indicate wants and needs * Use words or phrases * Modeling volume (speaking volume and device volume) * Model first/then sequence * Model complete sentences in oral and written expression * Model rate of speed in oral expression |  |  |  |
| Resources: |  |  |  |  |

**[ELA.5.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15023)** Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

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

* Use principal modals to indicate the mood of a verb.
* Use appositives, main clauses, and subordinate clauses.
* Recognize and correct inappropriate shifts in tense and number.
* Use conjunctions correctly to join words and phrases in a sentence.

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

* Use verbals including gerunds, infinitives, and participial phrases.
* Use comparative and superlative forms of adjectives.
* Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.
* Vary sentence structure.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| ELA.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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15024) Conduct research to answer a question, organizing information about the topic and using 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

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17972) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15025) Arrange multimedia elements to create emphasis in oral or written tasks.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17984) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15026) Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17998) | 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..,) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.F.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15004) Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.

1. 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.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.F.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17765) | Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.F.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15005) Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

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

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

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.F.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17770) | Read grade-level text at the student’s ability level with accuracy and expression. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15006)Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17780) | Explain how setting, events, conflict, and characterization contribute to the plot in a literary text. |  |  |  |
| Essential Understandings | * Identify main elements of the plot, (exposition, rising action, climax, falling action, conclusion.) * Identify how the thoughts and actions of a character contribute to the plot * Identify how the setting contributes to the plot * Identify how events contribute to the plot * Identify how conflict (problem/solution) contributes to the plot |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15007) Explain the development of stated or implied theme(s) throughout a literary text.

**Clarifications:**  
*Clarification 1*: Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17791) | Show the development of a stated or implied theme in a literary text. |  |  |  |
| Essential Understandings | * Identify a detail * Identify a stated or implied theme * Answer questions about the theme of a story * Identify how the character responds to situations * Define stated theme as the author’s underlying message that is directly stated in the text * Identify details from the text that relate to the stated theme * Define implied theme as the author’s underlying message that is not directly stated in the text * Identify details from the text that relate to the implied theme |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15008)Describe how an author develops a character’s perspective in a literary text.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17805) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15009) Explain how figurative language and other poetic elements work together in a poem.

**Clarifications:**  
*Clarification 1*: Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. Clarification 2: Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17815) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15010) Explain how text structures and/or features contribute to the overall meaning of texts.

**Clarifications:**  
*Clarification 1*: For more information, see [Text Structures](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) and [Text Features](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.5.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17825) | Show how text structures and/or features contribute to the overall meaning of texts. |  |  |  |
| Essential Understandings | * Recognize text structure covers the whole text, i.e., description, problem/solution, chronological, compare and contrast, cause and effect, and sequence * Recognize text features are additional images or content that contribute to the body of text, i.e., table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix * Identify text features within a text * Identify a text structure used within a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15011) Explain how relevant details support the central idea(s), implied or explicit.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17836) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15012) Analyze an author’s purpose and/or perspective in an informational text.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17847) | Identify an author’s purpose and/or perspective in an informational text. |  |  |  |
| Essential Understandings | * Answer questions about the author’s purpose for writing the informational text, i.e., whether the author answers a question, explains how something works and/or describes a person, place, or thing * Define perspective: author’s opinion/viewpoint on a topic * Select evidence to support purpose and/or perspective |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15013) Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.

**Clarifications:**  
*Clarification 1*: A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17861) | Sequence the development of an argument. |  |  |  |
| Essential Understandings | * Identify the author’s claim: a statement that asserts something is true; it can be a fact or opinion * Identify evidence that supports the claim: information from sources including facts, figures and details used to prove the author’s claim * Define reason: think about something in order to form a conclusion or judgement |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15014) Analyze how figurative language contributes to meaning in text(s).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17873) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15015)Summarize a text to enhance comprehension.

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

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.3.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/17883) | Identify the plot and theme for a literary text. |  |  |  |
| Essential Understandings | * Define Theme: the message the author wants to convey * Define plot: chain of connected events that make up a story * Identify a problem in the story (e.g., What was one problem in the story?) * Identify a solution in the story (e.g., How was the problem solved?) * Identify how a character develops throughout a literary text * Identify how setting develops throughout a literary text * Identify how events develop throughout a literary text |  |  |  |
| [ELA.5.R.3.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/17884) | Identify the central idea and relevant details for an informational text. |  |  |  |
| Essential Understandings | * Define central idea: what the text is mainly about * Given details, identify relevant details of an informational text * Identify the central idea for an informational text from given choices |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15016) Compare and contrast primary and secondary sources related to the same topic.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17901) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15027) Use grade-level academic vocabulary appropriately in speaking and writing.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18010) | Identify and use grade-level academic vocabulary appropriately in communication. |  |  |  |
| Essential Understandings | * Use familiar academic vocabulary using the student’s preferred mode of communication * Identify familiar academic vocabulary using the student’s preferred mode of communication |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15028)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.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18022) | 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.5.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15029)Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

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

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

*Clarification 3*: See [ELA.5.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15014) and [Elementary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.5.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17979) | 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 |  |  |  |
| 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.