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**Access English 3**

**(#7910130)**

**Course Standards**

[**ELA.11.C.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15161) Write complex narratives using appropriate techniques to establish multiple perspectives.

**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.11.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17915) | Write a complex narrative using appropriate techniques to establish multiple perspectives. |  |  |  |
| Essential  Understandings | * Define perspective * Identify examples of the following narrative techniques across multiple perspectives: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness * Define complex narrative writing as a story with more than one plot |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15162) Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.

**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*: Appropriate tone is expected to continue from 9th and 10th. Use [narrative techniques](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) to strengthen argument writing where appropriate.  
*Clarification 3*: 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.11.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17925) | Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements. |  |  |  |
| Essential  Understandings | * Define claim * Identify examples of a given claim * Given a list of possible arguments choose those which support a given claim * Sort relevant and irrelevant sources that support a given claim * Identify reason/evidence that supports a given claim * Define literary analysis * Identify literary elements as: plot, characters, setting, theme, point of view, conflict, mood, tone * Identify the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote * Identify techniques used by an author to strengthen a literary analysis. * Summarize an author’s use of claims, logical reasoning, evidence, and elaboration in a literary analysis |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15163)Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.

**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.11.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17935) | Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. |  |  |  |
| Essential  Understandings | * Identify the central ideas of a complex text * Identify evidence that supports the central idea of a complex text * Use an organizational pattern and corresponding transitions to write an expository text * Use appropriate tone to explain information from multiple sources * Define active voice * Use active voice to explain information from a complex text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15164)Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17945) | Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style. |  |  |  |
| Essential  Understandings | * Use feedback to edit (grammar, sentence structure, punctuation, capitalization, clarity, structure, style, etc.) writing * Recognize clarity, structure, and style of writing |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15165)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. This benchmark introduces [rhetorical devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) to the benchmark, building on what students have learned in [R.3.2](https://www.cpalms.org/Public/PreviewStandard/Preview/15157) and giving them a chance to apply it.

*Clarification 2*: For further guidance, see the [Secondary Oral Communication Rubric](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.11.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17955) | Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student’s mode of communication with guidance and support. |  |  |  |
| Essential  Understandings | * Maintain volume, pronunciation, and pacing when presenting information * Identify credible evidence * Recognize organization and focus * Identify effective rhetorical devices |  |  |  |
| Resources: |  |  |  |  |

**[ELA.11.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15166)** 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 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/AppendixC.pdf) for more information.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17965) | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.  Practice usage of rules to create flow in writing and/or presenting. |  |  |  |
| Essential  Understandings | * Write a sentence following the rules of standard English grammar * Write a sentence following the rules of punctuation * Write a sentence following the rules of capitalization * Write a sentence using correct spelling |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15167)Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.

**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.11.C.4.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/18538) | Organize literary research to answer a question, refining the scope of the question to align with interpretations of texts. |  |  |  |
| Essential  Understandings | * Locate literary research * Define research, including citing sources and answering a research question * Identify reliable and valid research sources * Define reliability and validity |  |  |  |
| Resources: |  |  |  |  |
| [ELA.11.C.4.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/18539) | Summarize information from primary and secondary sources. |  |  |  |
| Essential  Understandings | * Define a primary and a secondary source * Summarize information from a reliable and valid primary source * Summarize information from a reliable and valid secondary source * Construct open-ended questions to align with a research topic |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15168) Create digital presentations to improve the experience of the audience.

**Clarifications:**  
*Clarification 1*: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17977) | Integrate details into a digital presentation to improve the experience of the audience. |  |  |  |
| Essential  Understandings | * Identify an audience * Identify important components of a digital presentation (such as a coherent idea, clear perspective, and interactive opportunities) * Edit or revise a digital presentation to improve the experience of the audience |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15169)Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17990) | Create and share quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. |  |  |  |
| Essential  Understandings | * Identify multimedia elements * Identify examples of multimedia elements * Use multimedia elements in publication-ready quality writing * Identify an audience * Identify examples of publication-ready quality writing * Identify examples of online collaborative platforms * Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.) * Identify an online or LAN site * Publish writing on an online or LAN site |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15149) Evaluate 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

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
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| [ELA.11.R.1.AP.1](file:///C:\Users\yu.christina\Downloads\ELA.11.R.1.1) | Analyze how key elements increase understanding of literary text and/or style. |  |  |  |
| Essential Understandings | * 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15150) Track and analyze universal themes in literary texts from different times and places.

**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.11.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17785) | Comparehow universal themes and their development are used throughout multiple literary texts from different times and places. |  |  |  |
| Essential  Understandings | * Identify similar universal themes throughout multiple literary texts from different times and places * Identify differences in key elements (characters, plot, tone, setting, etc.) throughout multiple literary texts from different times and places * Identify similarities in key elements (characters, plot, tone, setting, etc.) throughout multiple literary texts from different times and places * Identify a linear sequence (timeline) of how a theme is developed in a literary text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15151) Analyze the author’s choices in using juxtaposition to define character perspective.

**Clarifications:**  
*Clarification 1*: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

*Clarification 2*: The term perspective means “a particular attitude toward or way of regarding something.”

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.R.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17795) | Define a character perspective in a text. |  |  |  |
| Essential  Understandings | * Define perspective as a particular attitude toward or way of regarding something * Use a graphic organizer to compare and contrast a character’s perspective |  |  |  |
| Resources: |  |  |  |  |
| [ELA.11.R.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17796) | Explain the author’s choices in using juxtaposition in a text. |  |  |  |
| Essential  Understandings | * Define juxtaposition as the technique of putting two or more elements side by side for comparison or contrast * Identify examples of juxtaposition used in a text * Use a graphic organizer to compare and contrast a character’s perspective |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15152)Analyze ways in which poetry reflects themes and issues of its time period.

**Clarifications:**  
*Clarification 1*: Poetry for this benchmark should be selected from one of the following literary periods.

* Classical Period (1200 BCE–455 CE)
* Medieval Period (455 CE–1485 CE)
* Renaissance Period (130–1600)
* 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)
* Contemporary Period (1945–present)

Clarification 2: 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.11.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17809) | Explain the connection between works of major poets and their historical context. |  |  |  |
| Essential  Understandings | * Identify topic in poetry related to a specific time period * Identify a theme in poetry related to a specific time period |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15153) Evaluate the structure(s) and features in texts.

**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.11.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17819) | Explain the use of structure(s) and features in texts. |  |  |  |
| Essential  Understandings | * Identify the use of the following text structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence * Identify the use of the following text features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix * Recognize the purpose of a text * Recognize the central idea of a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15154) Analyze the central idea(s) of speeches and essays from the Classical Period.

**Clarifications:**  
*Clarification 1*: 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.11.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17830) | Explain the central idea(s) of speeches and essays from the Classical Period. |  |  |  |
| Essential  Understandings | * Define logos, ethos, pathos, Kairo * Define rhetorical devices, including antithesis and irony * Discuss Classical Period content within its context * Identify examples of the device(s) the author uses to support the development of the central idea * Define central idea as what the text is mainly about |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15155) Analyze an author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.R.2.AP.3](https://www.cpalms.org/Public/PreviewStandard/Preview/15155) | Explain the author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. |  |  |  |
| Essential  Understandings | * Identify the author’s purpose(s) * Identify evidence that supports the author’s purpose(s) * Discuss Classical Period content within its context * Define logos, ethos, pathos, Kairos |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15156)Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors’ reasoning, and the ways in which the authors use the same information to achieve different ends.

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

*Clarification 2*: For more information on types of reasoning, see [Types of Logical Reasoning](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.11.R.2.AP.4a](https://www.cpalms.org/PreviewAccessPoint/Preview/17852) | Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author’s reasoning. |  |  |  |
| Essential  Understandings | * Identify multiple arguments on the same topic * Compare and contrast multiple arguments on the same topic * Discuss the development of multiple arguments on the same topic * Define validity as the soundness of an argument * Identify the components of an effective and valid argument |  |  |  |
| Resources: |  |  |  |  |
| [ELA.11.R.2.AP.4b](https://www.cpalms.org/PreviewAccessPoint/Preview/17853) | Compare the authors’ reasoning and the ways in which the authors use the same information to achieve different arguments. |  |  |  |
| Essential  Understandings | * Identify an author’s reasoning * Define types of logical reasoning including deductive, inductive, and abductive * Provide examples of the types of logical reasoning * Identify the similarities among different arguments on the same topic |  |  |  |
| Resources: |  |  |  |  |

**[ELA.11.R.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15157)**Analyze the author’s use of figurative language and explain examples of allegory.

**Clarifications:**  
*Clarification 1*: Examples of allegory should be taken from 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*: 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 3*: 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.11.R.3.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/17865) | Identify the author’s use of allegory. |  |  |  |
| Essential  Understandings | * Define allegory * Provide examples of the use of allegory * Locate examples of allegory using text from certain time periods |  |  |  |
| Resources: |  |  |  |  |
| [ELA.11.R.3.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/17866) | Summarize the author’s use of figurative language. |  |  |  |
| Essential  Understandings | * Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood * Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text * Identify details that support the use of figurative language in a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15158) 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.11.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17877) | Summarize information from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * 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 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.11.R.3.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/15159)** Compare and contrast how contemporaneous authors address related topics, comparing the authors’ use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**  
*Clarification 1*: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary 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*: For more information on types of reasoning, see [Types of Logical Reasoning.](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.11.R.3.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17894) | Identify how contemporaneous authors address related topics within the context of the time period. |  |  |  |
| Essential  Understandings | * Define contemporaneous authors * Identify the similarities and differences of related topics contemporaneous authors address within the context of the time period |  |  |  |
| Resources: |  |  |  |  |
| [ELA.11.R.3.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17895) | Analyze the author’s reasoning within the context of the time period. |  |  |  |
| Essential  Understandings | * Define the types of logical reasoning (including deductive, inductive, and abductive) * Identify how contemporaneous authors use types of logical reasoning (including deductive, inductive, and abductive) to create similarities and differences within the context of the time period |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15160) Evaluate an author’s use of rhetoric in text.

**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 is added at this grade level

*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/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

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.11.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17905) | Describe an author’s use of rhetoric in a text. |  |  |  |
| Essential  Understandings | * Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus) * Identify the use of logos, ethos, pathos, and kairos * Summarize an author’s use of rhetoric in a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15170) 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.11.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18002) | Use grade-level content vocabulary in communication, using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * Define grade-level content vocabulary terms * Identify grade-level content vocabulary terms within content area * Use grade-level content vocabulary terms in a sentence |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15171)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.11.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18014) | Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student’s ability level. |  |  |  |
| Essential  Understandings | * Define etymology * Define derivations * Identify the use of etymology and derivations within grade-level content |  |  |  |
| Resources: |  |  |  |  |

[**ELA.11.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15172) 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.11.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15157) and [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.11.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18007) | Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student’s ability level. |  |  |  |
| Essential  Understandings | * Define and identify context clues * Define and identify figurative language appropriate to grade level content * Define and identify word relationships * Define and identify reference materials appropriate to grade level content * Define and identify connotation and denotation |  |  |  |
| 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.