

**Access English 1**

**(#7910120)**

**Course Standards**

**[ELA.9.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15114)** Write narratives using narrative techniques, varied transitions, and a clearly established point of view.

**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.9.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17917) | Write a narrative using narrative techniques, varied transitions and a clearly established point of view. |  |  |  |
| EssentialUnderstandings | * Define following narrative techniques: description, dialogue, flashback, foreshadowing, juxtaposition, narration, pacing, perspective, and stream of consciousness
* Identify examples of narrative techniques.
* Define point of view
* Define transitions related to narrative writing
* Define narrative as a story
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| Resources: |  |  |  |  |

[**ELA.9.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15115)Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.

**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**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17927) | Argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and a tone appropriate to the task. |  |  |  |
| EssentialUnderstandings | * Identify the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote
* Identify elaborative techniques used by an author to strengthen argument
* Define the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote
* Define an argumentative position, logical reasoning, and credible evidence, rebutting counterclaims with relevant evidence, logical organizational structure, elaboration, purposeful transitions, and tone
* Identify examples of an argumentative position, logical reasoning, and credible evidence,rebutting counterclaims with relevant evidence, logical organizational structure, elaboration, purposeful transitions, and tone
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| Resources: |  |  |  |  |

[**ELA.9.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15116)Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.

**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.9.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17937) | Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task. |  |  |  |
| EssentialUnderstandings | * Identify the central ideas of multiple sources
* Identify evidence that supports the central idea of texts
* Use an organizational pattern and corresponding transitions to write an expository text
* Use appropriate tone to explain information from multiple sources
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| Resources: |  |  |  |  |

[**ELA.9.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15117)Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17947) | Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness. |  |  |  |
| EssentialUnderstandings | * Use feedback to edit (grammar, sentence structure, punctuation, capitalization, etc.) writing
* Recognize clarity and cohesiveness
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| Resources: |  |  |  |  |

[**ELA.9.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15118)Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17957) | Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student’s mode of communication with guidance and support. |  |  |  |
| EssentialUnderstandings | * Maintain volume, pronunciation, and pacing when presenting information
* Identify credible evidence
* Recognize organization, focus, and clear perspective
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| Resources: |  |  |  |  |

[**ELA.9.C.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15119)Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**
*Clarification 1*: Skills to be implemented but not yet mastered are as follows:

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17967) | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.* Identify parallel structures and various types of phrases and clauses in a variety of writings or presentations.
* Practice usage of rules to create flow in writing and/or presenting.
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| EssentialUnderstandings | * Identify the components of parallel structure (i.e., consistent verb tenses of past, present, or future; noun patterns; adjectives; infinitives; clauses) given a piece of writing
* Identify different types of phrases and clauses (i.e., independent, dependent, prepositional, possessive, infinitive, adverbial, etc.) given a piece of writing
* Write a sentence following the rules of standard English grammar
* Write a sentence following the rules of punctuation
* Write a sentence following the rules of capitalization
* Write a sentence using correct spelling
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| Resources: |  |  |  |  |

[**ELA.9.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15120)Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.

**Clarifications:**
*Clarification 1*: There is no requirement that students research the additional questions generated.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.4.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/18553) | Conduct research to answer a question, drawing on a reliable and valid source. |  |  |  |
| EssentialUnderstandings | * Define research, including citing sources and answering a research question
* Identify reliable and valid research sources
* Define reliability and validity
 |  |  |  |
| Resources: |  |  |  |  |
| [ELA.9.C.4.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/18554) | Clarify the scope of a question to align with research findings. |  |  |  |
| EssentialUnderstandings | * Construct open-ended questions to align, (What is the purpose? Why is it important?) with a research topic
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| Resources: |  |  |  |  |

[**ELA.9.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15121) Create digital presentations with coherent ideas and a clear perspective.

**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.9.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17980) | Integrate a detail into a digital presentation with a coherent idea and a clear perspective. |  |  |  |
| EssentialUnderstandings | * Define a digital presentation
* Identify examples of a digital presentation
* Identify important components of a digital presentation (such as a coherent idea and clear perspective)
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| Resources: |  |  |  |  |

[**ELA.9.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15122) Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17992) | Use an online platform to create and share publication-ready quality writing tailored to a specific audience. |  |  |  |
| EssentialUnderstandings | * Identify an audience
* Identify examples of publication-ready quality writing
* Identify examples of online collaborative platforms
* Create publication-ready quality writing by following the process of writing (such as planning, drafting, publishing, editing, etc.)
* Publish writing on an online collaborative platform
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| Resources: |  |  |  |  |

[**ELA.9.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15102)Explain how key elements enhance or add layers of meaning and/or style in a literary text.

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

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17776) | Identify how key elements increase understanding of literary text and/or style. |  |  |  |
| EssentialUnderstandings | * Identify the key literary elements as setting, plot, characterization, conflict, point of view, theme, and tone
* Define layers of meaning in a literary text as what the words mean, the feelings that are evoked in a reader, the author’s attitude, and the author’s purpose
* Identify the components of style as dictation, syntax, grammar, and the use of figurative language
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| Resources: |  |  |  |  |

[**ELA.9.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15103)Analyze universal themes and their development throughout a literary text.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17787) | Explain how universal themes and their development are used throughout a literary text. |  |  |  |
| EssentialUnderstandings | * Identify a universal theme and its development throughout a literary text
* Identify evidence (words or phrases) of a universal theme in a literary text
* Identify a linear sequence (timeline) of how a theme is developed in a literary text
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| Resources: |  |  |  |  |

[**ELA.9.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15104) Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

**Clarifications:**
*Clarification 1*: See [Rhetorical Devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) for more information on irony.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17799) | Describe the narrator perspective in a text. |  |  |  |
| EssentialUnderstandings | * Define point of view as the view of the person telling the story, i.e., first person, second person, third-person omniscient
* Define perspective as a particular attitude toward or way of regarding something
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| Resources: |  |  |  |  |
| [ELA.9.R.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17800) | Describe how the author creates irony or satire in a text. |  |  |  |
| EssentialUnderstandings | * Define irony as the use of words to express something other than and especially the opposite of the literal meaning
* Define satire as the use of humor, sarcasm or irony to mock a character or situation in a text
* Identify examples of satire and irony in a text
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| Resources: |  |  |  |  |

[**ELA.9.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15105)Analyze the characters, structures, and themes of epic poetry.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17811) | Explain characters, structures and themes of epic poetry. |  |  |  |
| EssentialUnderstandings | * Identify characters of an epic poem
* Identify structures of an epic poem
* Identify themes of an epic poem
* Identify the classical period such as Plato, Socrates, or Aristotle
* Identify the Medieval Period such as Beowulf, Chaucer, or Kempe
* Identify the Renaissance Period such as Shakespeare, Petrarch, or Thomas More
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.9.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15106) Analyze how multiple text structures and/or features convey a purpose and/or meaning 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.9.R.2.AP.1 | Explain the purpose and/or meaning across multiple text structures. |  |  |  |
| EssentialUnderstandings | * Recognize the purpose in a text
* Recognize text structures i.e., description, problem/solution, chronological, compare and contrast, cause and effect, and sequence
* Use a graphic organizer to demonstrate purpose and/or meaning across multiple text structures
* Recognize the central idea of a text
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| Resources: |  |  |  |  |

[**ELA.9.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15107)Evaluate the support an author uses to develop the central idea(s) throughout a text.

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17832) | Explain the support an author uses to develop the central idea(s) throughout a text. |  |  |  |
| EssentialUnderstandings | * Define logos, ethos, pathos, Kairos
* Define rhetorical devices, including antithesis and irony
* Identify examples of the device(s) the author uses to support the development of the central idea
* Define central idea as what the text is mainly about
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.9.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15108)Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

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

*Clarification 2*: Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

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

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.2.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17842) | Identify rhetorical appeals and/or figurative language. |  |  |  |
| EssentialUnderstandings | * Define rhetorical appeals, i.e., logos, ethos, pathos and/or figurative language, i.e., metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom
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| Resources: |  |  |  |  |
| [ELA.9.R.2.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17843) | Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. |  |  |  |
| EssentialUnderstandings | * Identify examples of rhetorical appeals, i.e., logos, ethos, pathos and/or figurative language that supports the author’s purpose(s), i.e., metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom
* Identify the author’s purpose(s)
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| Resources: |  |  |  |  |

[**ELA.9.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15109) Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.2.AP.4a](https://www.cpalms.org/PreviewAccessPoint/Preview/17856) | Explain how the development of two opposing arguments on the same topic are related. |  |  |  |
| EssentialUnderstandings | * Identify an argument
* Discuss the development of an argument
* Compare two opposing arguments on the same topic
* Contrast two opposing arguments on the same topic
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| Resources: |  |  |  |  |
| [ELA.9.R.2.AP.4b](https://www.cpalms.org/PreviewAccessPoint/Preview/17857) | Explain the effectiveness and validity of the claims within two opposing arguments on the same topic. |  |  |  |
| EssentialUnderstandings | * Identify an argument
* Discuss the development of an argument
* Compare two opposing arguments on the same topic
* Contrast two opposing arguments on the same topic
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| Resources: |  |  |  |  |

[**ELA.9.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15110) Explain how figurative language creates mood in text(s).

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

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17868) | Identify examples of figurative language that create mood in text(s). |  |  |  |
| EssentialUnderstandings | * Define figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, idiom, and mood
* Identify the use of figurative language including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom in a text
* Identify what type of figurative language supports the mood created in a text
* Define mood as the emotion evoked in the reader while reading the text
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| Resources: |  |  |  |  |

[**ELA.9.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15111)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.9.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17879) | Summarize information from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * Define a summary as a brief statement that retells the main points of a text
* Identify the central idea of grade-level content
* Identify the details that support the central idea of grade-level content
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| Resources: |  |  |  |  |

[**ELA.9.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15112)Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17897) | Identify the ways in which authors have adapted mythical, classical or religious texts. |  |  |  |
| EssentialUnderstandings | * Define types of literary texts, such as mythical, classical, and religious
* Identify a way in which a mythical, classical, and/or religious text can be adapted
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.9.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15113) Explain an author’s use of rhetoric in a text.

**Clarifications:**
*Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15110) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

*Clarification 2*: See [Secondary Figurative Language](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.9.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17907) | Identify an author’s use of rhetoric in a text. |  |  |  |
| EssentialUnderstandings | * Define rhetorical devices (including metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis [understatement], allusion, and idiom + irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.9.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15123) 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

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.9.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18005) | 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.9.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15124)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.9.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18017) | Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student’s ability level. |  |  |  |
| EssentialUnderstandings | * Define etymology
* Define derivations
* Identify the use of etymology and derivations within grade-level content
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.9.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15125)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.9.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15110) 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.9.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17996) | Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student’s ability level. |  |  |  |
| 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.