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**Access Language Arts**

**Grade 1**

**(#7710012)**

**Course Standards**

**[ELA.1.C.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14937)** Print all upper- and lowercase letters.

**Clarifications:**
*Clarification 1*: Students should have adequate spacing between letters and/or words.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.C.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18524) | Print all upper- and lowercase letters with a model. |  |  |  |
| Resources: |  |  |  |  |

**[ELA.1.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/14938)** Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.

**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.1.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18525) | Write a narrative with two sequenced events. |  |  |  |
| EssentialUnderstandings | * Participate in a shared writing activity of creating a narrative
* Select a personal story or topic to create a narrative
* Select an event that occurs first
* Select an event that occurs next
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14939) Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.

**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.1.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18526) | Write an opinion about a topic. |  |  |  |
| EssentialUnderstandings | * Participate in a shared writing activity of expressing an opinion
* Identify a shared experience or topic to create an opinion
* Select an opinion about a topic (e.g., I think, I feel…)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14940) Write expository texts about a topic, using a source, providing facts and a sense of closure.

**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.1.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18527) | Write an expository text about a topic, using a source, to provide facts. |  |  |  |
| Essential Understandings | * Participate in a shared writing activity explaining or describing something
* Select a topic to write about
* Identify a fact about a topic using a student’s preferred form of expressive communication
* Identify facts from a source
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14941) With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.

**Clarifications:**
*Clarification 1*: As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/18528) | With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing. |  |  |  |
| Essential Understandings | * Participate in a shared revision and editing of writing/drawing activity with a model
* Edit a given piece of writing/picture with guidance and support from an adult
* Select a writing/drawing sample to revise
* Make a change to add more detail, description, or information to a writing/drawing sample
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14942)Present information orally using complete sentences and appropriate volume.

**Clarifications:**
*Clarification 1*: 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.1.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18566) | Express information using complete sentences and appropriate volume, using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Model expressing information
* Indicate wants and needs
* Use words or phrases
* Modeling volume (speaking volume and device volume)
* Model complete sentences
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.1.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14943)** 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:

* Capitalize proper nouns.
* Form and use simple verb tenses for regular verbs by adding the affix -ed.
* Form and use complete simple sentences.
* Use possessives.
* Use subject-verb agreement in simple sentences.

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

* Form plurals -y to -ies.
* Conjugate regular and irregular verb tenses.
* Form and use regular and frequently occurring irregular plural nouns.
* Form and use the past tense of frequently occurring irregular verbs.
* Use apostrophes to form contractions.
* Appropriately use pronouns.
* Use commas in a series.
* Use plural possessives.
* Use interjections.

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.1.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18567) | Follow the rules of standard English grammar, punctuation, capitalization and spelling.* Capitalize proper nouns.
* Form and use simple verb tenses for regular verbs by adding the affix -ed.
* Form regular plural nouns orally by adding -s or -es.
 |  |  |  |
| Essential Understandings | * Identify words that begin with a capital letter
* Sort examples of common nouns and proper nouns (e.g., Walmart and store, Bingo and dog, Sprite, and soda)
* Match related present tense and past tense examples of regular verbs (e.g., jump and jumped, walk, and walked, learn, and learned)
* Sort examples of regular nouns and regular plural nouns with or without picture support
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14944)Participate in research to gather information to answer a question about a single topic.

**Clarifications:**
*Clarification 1*: The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18568) | Participate in guided research to gather information to answer a question about a single topic. |  |  |  |
| Essential Understandings | * Choose from pre-selected 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
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14945)Use a multimedia element to enhance oral or written tasks.

**Clarifications:**
*Clarification 1*: Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.
At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18569) | Identify the correct multimedia element to enhance oral or written tasks when presented with options. |  |  |  |
| Essential Understandings | * Select a drawing, picture, artifact, audio, or digital representation
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14946) Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18570) | Identify digital tools to produce and publish writing individually or with peers and with support from adults**.** |  |  |  |
| Essential Understandings | * Explore digital tools that can be used to produce and publish writing
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.F.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14922)Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.F.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18488) | Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.F.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14923)Demonstrate phonological awareness.

1. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.
2. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
3. Blend single-syllable spoken words with at least five phonemes.
4. Segment single-syllable spoken words with at least five phonemes.
5. Segment and blend phonemes in multi-syllable spoken words.

**Clarifications:**
*Clarification 1*: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.F.1.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/18497) | Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs. |  |  |  |
| [ELA.1.F.1.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/18499) | Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs. |  |  |  |
| [ELA.1.F.1.AP.2c](https://www.cpalms.org/PreviewAccessPoint/Preview/18500) | Blend single syllable spoken words with at least four phonemes. |  |  |  |
| [ELA.1.F.1.AP.2d](https://www.cpalms.org/PreviewAccessPoint/Preview/18501) | Segment single-syllable spoken words with at least four phonemes. |  |  |  |
| [ELA.1.F.1.AP.2e](https://www.cpalms.org/PreviewAccessPoint/Preview/18502) | Segment and blend phonemes in familiar multi-syllable spoken words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.F.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14924)Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

1. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.
2. Decode simple words with r-controlled vowels.
3. Decode and encode regularly spelled one-syllable words.
4. Decode words with inflectional endings.
5. Decode two-syllable words with regular patterns by breaking the words into syllables.
6. Decode words that use final –e and vowel teams to make long-vowel sound.

**Clarifications:**

*Clarification 1*: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).

*Clarification 2*: Students will decode decodable high frequency words appropriate to the grade level. See [1.F.1.4](https://www.cpalms.org/Public/PreviewStandard/Preview/14925) and [Dolch and Fry](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixE.pdf) word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.F.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/18509) | Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends. |  |  |  |
| [ELA.1.F.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/18510) | Decode simple words with r-controlled vowels. |  |  |  |
| [ELA.1.F.1.AP.3c](https://www.cpalms.org/PreviewAccessPoint/Preview/18511) | Decode and encode regularly spelled one-syllable words. |  |  |  |
| [ELA.1.F.1.AP.3d](https://www.cpalms.org/PreviewAccessPoint/Preview/18512) | Decode words with inflectional endings. |  |  |  |
| [ELA.1.F.1.AP.3e](https://www.cpalms.org/PreviewAccessPoint/Preview/18513) | Decode two-syllable words with regular patterns by breaking the words into syllables. |  |  |  |
| [ELA.1.F.1.AP.3f](https://www.cpalms.org/PreviewAccessPoint/Preview/18514) | Decode words that use final -e and vowel teams to make long-vowel sound. |  |  |  |
| Resources: |  |  |  |  |

**[ELA.1.F.1.4:](https://www.cpalms.org/Public/PreviewStandard/Preview/14925)** Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

* Recognize and read with automaticity the grade-level sight words.

**Clarifications:**
*Clarification 1*: See [Dolch and Fry](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixE.pdf) word lists.
*Clarification 2*: Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See [1.F.1.3.](http://www.cpalms.org/Public/PreviewStandard/Preview/14924) Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.
*Clarification 3*: See [Fluency Norms](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixE.pdf) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.
*Clarification 4*: “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 5*: 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.1.F.1.AP.4a](https://www.cpalms.org/PreviewAccessPoint/Preview/18535) | Recognize and read sight words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14926)Identify and describe the main story elements in a story.

**Clarifications:**
*Clarification 1*: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.

*Clarification 2*: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

*Clarification 3*: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18543) | Identify the main story elements in a story. |  |  |  |
| Essential Understandings | * Answer a simple question about a character in the story (e.g., Who was a person/animal in this story?)
* Answer a simple question about a secondary character in the story (e.g., Who was another person in the story?)
* Answer a simple question about the setting in a story (e.g., When and/or where does the story take place?)
* Identify important events from the story
* Sequence events in a story
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14927)Identify and explain the moral of a story.

**Clarifications:**
*Clarification 1*: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18546) | Identify the moral of a story. |  |  |  |
| Essential Understandings | * Answer questions about the moral of a story (e.g., What happened to the character, what did the character learn, and what was the lesson the author was trying to teach?)
* Define moral: lesson of the story
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14928)Explain who is telling the story using context clues.

**Clarifications:**
*Clarification 1*: Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18548) | Identify who is telling the story using context clues. |  |  |  |
| Essential Understandings | * Identify characters in a story
* Define narrator: speaker telling the story
* Identify which character is telling the story (e.g., “Hi I’m Emily Elizabeth” from Clifford the Big Red Dog)
* Identify if the narrator is in the story
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14929)Identify stanzas and line breaks in poems.

**Clarifications:**
*Clarification 1*: This benchmark can be paired with [R.1.1](https://www.cpalms.org/Public/PreviewStandard/Preview/14926), [R.1.2](https://www.cpalms.org/Public/PreviewStandard/Preview/14927), [R.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/14928), and [R.3.2](https://www.cpalms.org/Public/PreviewStandard/Preview/14935) for instruction with story poems.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18551) | Identify a line break in a poem. |  |  |  |
| Essential Understandings | * Define stanzas: group of related lines in a poem that make up one section of a poem
* Identify stanzas in poems
* Define line break, ends one line in a poem and begins another
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14930) Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.

## Related Access Points

| [ELA.1.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18585) | Use text features including titles, headings and/or illustrations to demonstrate understanding of texts. |  |  |  |
| --- | --- | --- | --- | --- |
| Essential Understandings | * Identify text features
* Answer questions about text features (e.g., What information from the map helped you understand desert? How did the information from the graph help you understand \_\_\_\_ from the text?)
* Recognize text features are additional images or content that contribute to the body of text
* Recognize the purpose of a text
* Recognize the central idea of a text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14931)Identify the topic of and relevant details in a text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18588) | Identify the topic of and select a relevant detail in a text. |  |  |  |
| Essential Understandings | * Define topic: someone or something that people talk or write about
* Define relevant detail: a small piece of important information in a text related to the topic
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14932)Explain similarities and differences between information provided in visuals and words in an informational text.

**Clarifications:**
*Clarification 1*: When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.

*Clarification 2*: During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18591) | Identify if information was provided from a visual or from words in an informational text. |  |  |  |
| Essential Understandings | * Identify visual information from a text
* Identify information that was read from a text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14933)Identify an author’s opinion(s) about the topic.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18593) | Identify an author’s opinion about the topic. |  |  |  |
| Essential Understandings | * Define opinion: what a person thinks about something, cannot be proven
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14934) Identify and explain descriptive words and phrases in text(s).

**Clarifications:**
*Clarification 1*: Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18596) | Identify descriptive words and phrases in text(s). |  |  |  |
| Essential Understandings | * Define descriptive word, gives additional information about a person, place, thing, or action
* Using an image or object, contribute to a discussion using descriptive words
* Identify a descriptive word from a sentence
* Identify a descriptive phrase from a sentence
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14935) Retell a text in oral or written form to enhance comprehension.

1. Use main story elements at the beginning, middle, and end for a literary text.
2. Use topic and important 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.1.R.3.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/18600) | Identify main story elements at the beginning, middle and end for a literary text using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Identify character(s)
* Identify setting(s)
* Identify the beginning of a literary text
* Identify the end of a literary text
* Identify the middle of a literary text
 |  |  |  |
| [ELA.1.R.3.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/18601) | Identify a topic and relevant details for an informational text using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Identify the topic of an informational text from provided choices
* Select details related to the topic of an informational text from provided choices
* Define topic as someone or something that people talk or write about
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14936)Compare and contrast two texts on the same topic.

**Clarifications:**
*Clarification 1*: Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18496) | Identify details about two texts on the same topic. |  |  |  |
| Essential Understandings | * Identify details from texts on the same topic
* Use graphic organizers to sort details from texts
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14947) 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, are 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.1.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18578) | Identify grade-level academic vocabulary appropriately in communication, using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Identify familiar academic vocabulary using the student’s preferred mode of communication
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14948) Identify and use frequently occurring base words and their common inflections in grade-level content.

**Clarifications:**
*Clarification 1*: See [Base Words](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) for frequently occurring base words.

*Clarification 2*: Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.

*Example*: Regular verbs add the inflectional ending -ed to indicate the past tense.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18579) | Identify frequently occurring base words and their common inflections in grade-level content at the student’s ability level. |  |  |  |
| Essential Understandings | * Match familiar base words and their common inflections to form familiar words
* Match pictures that depict a base word and a base word with common inflections to written representations of the words
* Identify pictures that depict a base word and a base word with common inflections when the words are orally presented
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.1.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14949) Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

**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).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.1.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18580) | Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student’s ability level. |  |  |  |
| Essential Understandings | * 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.