****

**Access Language Arts**

**Grade 3**

**(#7710014)**

**Course Standards**

**[ELA.3.C.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15220)** Write in cursive all upper- and lowercase letters.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17913)  | Create cursive letters with a model. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15218) Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17923) | Write personal or fictional narratives using a logical sequence of events, appropriate details, and an ending. |  |  |  |
| EssentialUnderstandings | * Participate in a shared writing activity of creating a narrative
* Select a personal story or topic to create a narrative
* Create a beginning, middle and end of a narrative
* Add details to the beginning, middle and end
* Define personal narrative as a story relating to a personal experience
* Define fiction as not real
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15219) Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17933) | Write an opinion about a topic with one supporting reason and a conclusion. |  |  |  |
| 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…)
* Identify a supporting reason to support opinion
* Compose an ending that explains why your reason makes sense
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15221) Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17943) | Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. |  |  |  |
| EssentialUnderstandings | * Participate in a shared writing activity explaining or describing something
* Select a topic to write about
* Select an introduction
* Compose an introduction
* Identify a fact about a topic using a student’s preferred form of expressive communication
* Identify facts from a source
* Select a conclusion
* Compose a conclusionCompose an ending
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15222) Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

**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.3.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17953) | Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. |  |  |  |
| EssentialUnderstandings | * Participate in a shared planning of writing activity with a model
* Participate in a shared revision and editing of writing activity with a model
* Participate in a shared writing activity modeling giving feedback
* Plan a writing piece
* Comment on a peer’s writing (give feedback)
* Edit a given piece of writing with guidance and support from an adult
* Revise writing piece to add more detail, description or information
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15223)Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

**Clarifications:**
*Clarification 1:* Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence. *Clarification 2:* For further guidance, see the [*Elementary Oral Communication Rubric*](http://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17963) | Express information in a logical sequence, using nonverbal cues, using the student’s identified mode of communication. |  |  |  |
| EssentialUnderstandings | * Model expressing information
* Indicate wants and needs
* Use words or phrases
* Modeling volume (speaking volume and device volume)
* Model first/then sequence
* Model complete sentences in oral and written expression
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.3.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15224)** 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:

* 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.
* Maintain consistent verb tense across paragraphs.
* Form and use irregular plural nouns.
* Form and use the progressive and perfect verb tenses.
* Use simple modifiers.
* Use prepositions and prepositional phrases.
* Form and use compound sentences.
* Use quotation marks with dialogue and direct quotations.
* Use commas to indicate direct address.

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

* Use subject-verb agreement with intervening clauses and phrases.
* Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
* Use conjunctions.
* Use principal modals to indicate the mood of a verb.
* Use appositives, main clauses, and subordinate clauses.

*Clarification 2:* See [Convention Progression by Grade Level](http://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.3.C.3.AP.1 | Follow the rules of standard English grammar, punctuation, capitalization, and spelling.* Use interjections.
* Use apostrophes to form contractions.
* Identify quotation marks with dialogue and direct quotations.
* Identify prepositions and prepositional phrases.
 |  |  |  |
| EssentialUnderstandings | * Recognize examples of interjections (e.g., Hey! Oh! Ouch! Ugh! Wow!)
* Select an interjection that could be included to enhance a sentence
* Recognize the symbol for an apostrophe
* Identify that one purpose of an apostrophe is to make a contraction
* Match a contraction to the words it represents
* Recognize the symbol for quotation marks
* Identify the purpose of quotation marks
* Identify prepositions from examples and non-examples
* Given a sentence with a preposition or prepositional phrase, match the sentence to a picture that illustrates it
* Answer a question about a picture using a correct preposition or prepositional phrase (e.g., Where is the kitten? Under the table.)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15225)Conduct research to answer a question, organizing information about the topic from multiple sources.

**Clarifications:**
*Clarification 1:* While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17974) | Participate in research to answer a question, organizing information about the topic from multiple sources. |  |  |  |
| EssentialUnderstandings | * 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
* Using graphic organizer to organize information
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15226)Use two or more multimedia elements to enhance oral or written tasks.

**Clarifications:**
*Clarification 1:* Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| ELA.3.C.5.AP.1 | Identify one or more multimedia elements to enhance oral and written tasks. |  |  |  |
| EssentialUnderstandings | * Use drawings, pictures, artifacts, audio or digital representations
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15227) Use digital writing tools individually or collaboratively to plan, draft, and revise writing.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18000) | Use digital writing tools individually or collaboratively to draft writing with support from adults. |  |  |  |
| EssentialUnderstandings | * Explore digital tools that can be used to produce a draft writing
* Select a digital tool to produce a draft writing
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.3.F.1.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/15002)** Use knowledge of grade-level phonics and word-analysis skills to decode words.

1. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
2. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
3. Decode multisyllabic words.

**Clarifications:**
*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

*Clarification 2:* See Affixes and the Parts of Speech They Form.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.F.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/17761) | Decode words with common Greek and Latin roots and affixes (see 3.V.1.2). |  |  |  |
| [ELA.3.F.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/17762) | Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est). |  |  |  |
| [ELA.3.F.1.AP.3c](https://www.cpalms.org/PreviewAccessPoint/Preview/17763) | Decode multisyllabic words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.F.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15003)Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**
*Clarification 1:* See [Fluency Norms](http://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 rate.
*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody.
*Clarification 3:* Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](http://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.3.F.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17769) | Read grade-level text at the student’s ability level with accuracy and expression. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15207) Explain how one or more characters develop throughout the plot in a literary text.

**Clarifications:**
*Clarification 1:* When explaining character development, students will include character traits, feelings, motivations, and responses to situations.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17782) | Identify how a character develops throughout the plot in a literary text. |  |  |  |
| EssentialUnderstandings | * Identify an event in the story and how a character feels/responds
* Identify a subsequent event(s) with the same character and how that character feels/responds
* Identify how a character develops from one event to the next event
* Define plot: chain of connected events that make up a story, (What happens in the beginning, the middle and the end of a story.)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15208) Explain a theme and how it develops, using details, in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17793) | Identify a theme and how it develops, using details, in a literary text. |  |  |  |
| EssentialUnderstandings | * Identify a detail
* Answer questions about the theme of a story
* Recognize whether a detail relates to the theme
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15209)Explain different characters’ perspectives in a literary text.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17807) | Identify different characters’ perspectives in a literary text. |  |  |  |
| EssentialUnderstandings | * Identify characters in a story
* Identify how characters think or feel about someone or something
* Identify a detail from a text showing a characters’ perspective
* Define perspective: how a character thinks, or feels about someone or something
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15210)Identify types of poems: free verse, rhymed verse, haiku, and limerick.

**Clarifications:**
*Clarification 1:*For examples of these forms, see [Appendix B.](http://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf)

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17817) | Identify poems with rhyme and poems without rhyme. |  |  |  |
| EssentialUnderstandings | * Identify rhymed verse and limerick (students do not have to identify the type of poem just identify/hear rhyme)
* Identify free verse and haiku (students do not have to identify the type of poem just identify/hear no rhyme)
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15211) Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17827) | Identify the text structures of chronological order, comparison, and cause/effect in texts. |  |  |  |
| EssentialUnderstandings | * Identify chronological order: first, next, finally
* Identify comparison: similarities and differences
* Identify cause/effect: First/then
* Recognize text structure covers the whole text
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15212)Identify the central idea and explain how relevant details support that idea in a text.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17838) | Identify the central idea and select a relevant detail that supports that idea in a text. |  |  |  |
| EssentialUnderstandings | * Define central idea: the most important idea of a text
* Define relevant detail: a small piece of important information in a text related to the topic
* Choose a relevant detail that supports the central idea
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15213)Explain the development of an author's purpose in an informational text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17849) | Identify what evidence is included in an informational text that develops the author’s purpose. |  |  |  |
| EssentialUnderstandings | * Identify author’s purpose
* Identify a piece of evidence from the informational text to support the author’s purpose
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15214) Identify an author’s claim and explain how an author uses evidence to support the claim.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17863) | Identify an author’s claim and evidence to support the claim. |  |  |  |
| EssentialUnderstandings | * Define author’s claim: a statement that asserts something is true; it can be a fact or opinion
* Define evidence: information from sources including facts, figures and details used to prove the author’s opinion
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15215) Identify and explain metaphors, personification, and hyperbole in text(s).

**Clarifications:**
*Clarification 1:* In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17875) | Identify metaphors, personification, and hyperbole in text(s). |  |  |  |
| EssentialUnderstandings | * Using an image or object, contribute to a discussion about metaphors, personification, and hyperbole
* Define metaphor, personification, and hyperbole
 |  |  |  |
| Resources: |  |  |  |  |

**[ELA.3.R.3.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15216)** Summarize a text to enhance comprehension.

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

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.3.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/17887) | Identify the plot for a literary text. |  |  |  |
| EssentialUnderstandings | * Define plot: chain of connected events that make up a story
* Answer questions to help determine the plot of a story
 |  |  |  |
| [ELA.3.R.3.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/17888) | Identify the central idea and relevant details for an informational text. |  |  |  |
| EssentialUnderstandings | * Define central idea: what the story is mainly about
* Given details, identify relevant details of an informational text
* Identify the central idea for an informational text from given choices
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15217)Compare and contrast how two authors present information on the same topic or theme.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17903) | Compare and contrast important information presented by two authors on the same topic or theme. |  |  |  |
| EssentialUnderstandings | * Identify important details from a texts on the same topic or theme by two different authors
* Use graphic organizers such as a Venn diagram or T-chart to organize details from texts
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15228) Use grade-level academic vocabulary appropriately in speaking and writing.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18012) | Identify and use grade-level academic vocabulary appropriately in communication. |  |  |  |
| EssentialUnderstandings | * Use familiar academic vocabulary using the student’s preferred mode of communication
* Identify and use familiar academic vocabulary using the student’s preferred mode of communication
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15229) Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

**Clarifications:**
*Clarification 1:* See Common Greek and Latin Roots 3-5 and Affixes.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18020) | ELA.3.V.1.AP.2 Identify common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade level content at the student’s ability level. |  |  |  |
| EssentialUnderstandings | * Match familiar base words and their common inflections to form new words
* Identify the meaning of familiar or common affixes (e.g., re-, un-, -s, -ing)
* Identify the meaning of familiar base words (e.g., equal, see, thought, learn, fair, break)
* Identify the meaning of common Greek roots (e.g., bio, meter, tele) and Latin roots (e.g., cent, multi, port)
* Locate base words and affixes within a word
* Locate Greek and Latin roots within a word
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.3.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15230) Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

**Clarifications:**
*Clarification 1:* Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary.

Texts read aloud can be two grade levels higher than student reading level.
*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See [ELA.3.R.3.1](http://www.cpalms.org/Public/PreviewStandard/Preview/%2015215) and [Elementary Figurative Language](http://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.3.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17971) | Identify picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words in appropriate to grade level content at the student’s ability level. |  |  |  |
| EssentialUnderstandings | * Locate and use the table of contents, glossary, and/or index in a text to determine the meaning of an unknown word
* Identify common word relationships (synonyms, antonyms, homonyms, and homophones)
* Select pictures that depict known parts of the sentence
* Identify unknown words in a familiar text presented auditorily or visually
 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K12.EE.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15201) Cite evidence to explain and justify reasoning.

**Clarifications:**
K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

[**ELA.K12.EE.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15202)Read and comprehend grade-level complex texts proficiently.

**Clarifications:**
See [Text Complexity](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) for grade-level complexity bands and a text complexity rubric.

[**ELA.K12.EE.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15203) Make inferences to support comprehension.

**Clarifications:**
Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

[**ELA.K12.EE.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15204) Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**
In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

**[ELA.K12.EE.5.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15205)** Use the accepted rules governing a specific format to create quality work.

**Clarifications:**
Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.

[**ELA.K12.EE.6.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15206) Use appropriate voice and tone when speaking or writing.

**Clarifications:**
In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.