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**Access Language Arts – Kindergarten**

**(#7710011)**

**Course Standards**

**[ELA.K.C.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14909)** Print many upper- and lowercase letters.

**Clarifications:**  
*Clarification 1*: Students should attend to spacing between letters.

*Clarification 2*: Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.

**Related Access Points**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.K.C.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18529) | Print many upper- and lowercase letters with a model. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.1.2**:](https://www.cpalms.org/Public/PreviewStandard/Preview/14910) Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.

**Clarifications:**  
*Clarification 1*: The product can be written, drawn, dictated, or a combination of all.

*Clarification 2*: 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.K.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18530) | Using a combination of drawing, dictating and/or writing, create a narrative. |  |  |  |
| Essential  Understandings | * Create a narrative using a student’s preferred form of expressive communication (e.g., select a picture to tell a story, create a story about a picture, draw a picture, etc..) * Define narrative as a story |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14911)Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.

**Clarifications:**  
*Clarification 1*: The product can be written, oral, drawn, dictated, or a combination of all.

*Clarification 2*: 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.K.C.1.AP.3](https://cpalms.org/PreviewAccessPoint/Preview/18531) | Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic. |  |  |  |
| Essential  Understandings | * Express an opinion using a student’s preferred form of expressive communication (e.g., select a picture to show how you are feeling about something, draw a picture, etc...) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14912) Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.

**Clarifications:**  
*Clarification 1*: The product can be written, drawn, dictated, or a combination of all.   
*Clarification 2*: Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion.   
*Clarification 3*: 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.K.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18532) | Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic. |  |  |  |
| Essential  Understandings | * Identify a fact about a topic using a student’s preferred form of expressive communication (e.g., select a picture to convey a fact about how something works, draw a picture, etc...) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14913) With guidance and support from adults, improve drawing and 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. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

## Related Access Points

| **Name** | **Description** | | **Date(s) Instruction** | | **Date(s) Assessment** | | **Date Mastery** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| [ELA.K.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/18533) | With guidance and support from adults, improve drawing and writing, as needed, by planning and revising. | |  | |  | |  |
| Essential  Understandings | * Participate in a shared revision of writing/drawing activity with a model | |  | |  | |  |
| Resources: |  |  | |  | |  | |

[**ELA.K.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14914) Present information orally using complete sentences.

**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.K.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18574) | Express information using complete sentences, using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * Model expressing information * Indicate wants and needs * Use words or phrases * Model complete sentences |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14915) 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:

* Begin each sentence with a capital letter and use ending punctuation.
* Capitalize the days of the week, the months of the year, and the pronoun I.
* Form regular plural nouns orally by adding /s/ or /es/.
* Use interrogatives to ask questions.

Skills to be implemented but not yet mastered 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.

*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.K.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18573) | Follow the rules of standard English grammar, punctuation, capitalization and spelling.   * Capitalize the first word in a sentence, the pronoun I and use ending punctuation. * Form and use complete simple sentences. * Use interrogatives to ask questions. |  |  |  |
| Essential  Understandings | * Distinguish between capital and lowercase letters * Identify words that begin with a capital letter * Recognize the symbol for a period, question mark, and exclamation point * Identify the purpose of a period, question mark, and exclamation point * Distinguish between a single word and a simple sentence * Recognize that a complete sentence includes a noun and a verb (i.e., who/what the sentence is about and what action occurs) * Recognize interrogatives (e.g., who, what, where, when, why, how) * Match the correct interrogative with the appropriate subject of a sentence (e.g., “\_\_\_\_ is that girl?” or “\_\_\_\_\_ are you going?”) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14916) Recall information to answer a question about a single topic.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18572) | Identify information to answer a question about a single topic. |  |  |  |
| Essential  Understandings | * Choose from a choice of two or three select pictures/objects to answer question |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14917) 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.K.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18571) | 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.K.F.1.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/14896)** Demonstrate knowledge of the basic concepts of print.

1. Locate a printed word on a page.
2. Distinguish letters from words within sentences.
3. Match print to speech to demonstrate that language is represented by print.
4. Identify parts of a book (front cover, back cover, title page).
5. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
6. Identify all upper- and lowercase letters of the alphabet.
7. Recognize that print conveys specific meaning and pictures may support meaning.

**Clarifications:**  
*Clarification 1*: Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.F.1.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/18405) | Identify a printed word. |  |  |  |
| [ELA.K.F.1.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/18406) | Distinguish letters from words. |  |  |  |
| [ELA.K.F.1.AP.1c](https://www.cpalms.org/PreviewAccessPoint/Preview/18482) | Match print to receptive language to demonstrate that language is represented by print. |  |  |  |
| [ELA.K.F.1.AP.1d](https://www.cpalms.org/PreviewAccessPoint/Preview/18483) | Identify parts of a book (front cover, back cover, title page) with a model. |  |  |  |
| [ELA.K.F.1.AP.1e](https://www.cpalms.org/PreviewAccessPoint/Preview/18484) | Move left to right on the printed page. |  |  |  |
| [ELA.K.F.1.AP.1f](https://www.cpalms.org/PreviewAccessPoint/Preview/18485) | Identify upper- and lowercase letters of the alphabet. |  |  |  |
| [ELA.K.F.1.AP.1g](https://www.cpalms.org/PreviewAccessPoint/Preview/18486) | Recognize that print conveys specific meaning and pictures may support meaning. |  |  |  |
| Resources: |  |  |  |  |

**[ELA.K.F.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/14897)** Demonstrate phonological awareness.

1. Blend and segment syllables in spoken words.
2. Identify and produce alliterative and rhyming words.
3. Blend and segment onset and rimes of single-syllable words.
4. Identify the initial, medial, and final sound of spoken words.
5. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.
6. Segment and blend phonemes in single-syllable spoken words.

**Clarifications:**  
*Clarification 1*: Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.F.1.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/18489) | Blend and segment syllables in spoken words. |  |  |  |
| [ELA.K.F.1.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/18490) | Identify and produce alliterative and rhyming words. |  |  |  |
| [ELA.K.F.1.AP.2c](https://www.cpalms.org/PreviewAccessPoint/Preview/18491) | Blend and segment onset and rimes of single-syllable words. |  |  |  |
| [ELA.K.F.1.AP.2d](https://www.cpalms.org/PreviewAccessPoint/Preview/18492) | Identify the initial, medial and final sound of spoken words. |  |  |  |
| [ELA.K.F.1.AP.2e](https://www.cpalms.org/PreviewAccessPoint/Preview/18493) | Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student’s mode of communication. |  |  |  |
| [ELA.K.F.1.AP.2f](https://www.cpalms.org/PreviewAccessPoint/Preview/18494) | Segment and blend phonemes in single syllable spoken words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.F.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14898) Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

1. Demonstrate knowledge of the most frequent sound for each consonant.
2. Demonstrate knowledge of the short and long sounds for the five major vowels.
3. Decode consonant-vowel-consonant (CVC) words.
4. Encode consonant-vowel-consonant (CVC) words.

**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 [K.F.1.4](http://www.cpalms.org/Public/PreviewStandard/Preview/14899) 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.K.F.1.AP.3a](https://www.cpalms.org/PreviewAccessPoint/Preview/18505) | Demonstrate knowledge of the most frequent sound for consonants. |  |  |  |
| [ELA.K.F.1.AP.3b](https://www.cpalms.org/PreviewAccessPoint/Preview/18506) | Demonstrate knowledge of the short and long sounds for the five major vowels. |  |  |  |
| [ELA.K.F.1.AP.3c](https://www.cpalms.org/PreviewAccessPoint/Preview/18507) | Decode consonant-vowel-consonant (CVC) words. |  |  |  |
| [ELA.K.F.1.AP.3d](https://www.cpalms.org/PreviewAccessPoint/Preview/18508) | d. Encode consonant-vowel-consonant (CVC) words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.F.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14899) Recognize and read with automaticity grade-level high frequency 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 [K.F.1.3](https://www.cpalms.org/Public/PreviewStandard/Preview/14898). 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.K.F.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18534) | Recognize and read high frequency words. |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14900) Describe the main character(s), setting, and important events in a story.

**Clarifications:**  
*Clarification 1*: In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.   
*Clarification 2*: 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.   
*Clarification 3*: Descriptions can be oral, either in response to a question or through discussion.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18544) | Identify a character, a setting and an event 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?) * Define events as things that happen or change in a story |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14901) Explain the roles of author and illustrator of a story.

**Clarifications:**  
*Clarification 1*: Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss’ Hop on Pop where Dr. Seuss performs both roles.

*Clarification 2*: Students should also explain that both authors and illustrators contribute to the meaning of the text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18549) | Identify the roles of author and illustrator of a story. |  |  |  |
| Essential  Understandings | * Define author - person who writes the story * Define illustrator - person who creates the pictures in a story |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14902) Identify rhyme in a poem.

**Clarifications:**  
*Clarification 1*: This benchmark builds on the skills from the phonological awareness benchmark [ELA.K.F.1.2](https://www.cpalms.org/Public/PreviewStandard/Preview/%2014897)(a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.

*Clarification 2*: Students will also note where the rhyme is coming, e.g., at the end of a line.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18552) | Identify a rhyme. |  |  |  |
| Essential  Understandings | * Define rhyme * Identify rhyme in isolation (does not involve print or letter knowledge) * Identify the last word of a spoken line in poem |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14903) Use titles, headings, and illustrations to predict and confirm the topic of texts.

**Clarifications:**  
*Clarification 1*: The step of confirming the prediction is essential to mastery of this benchmark.

**Standard Relation to Course: Major**

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18586) | Use titles and illustrations to predict and confirm the topic of texts. |  |  |  |
| Essential  Understandings | * Identify titles and illustrations * Identify illustrations that support the topic of a text * Define predictions as what you think will happen |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14904) Identify the topic of and multiple details in a text.

**Clarifications:**  
*Clarification 1*: The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book Why Should I Recycle? is recycling.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18589) | Identify the topic of and select a detail in a text. |  |  |  |
| Essential  Understandings | * Define topic: someone or something that people talk or write about * Define detail: a small piece of information in a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14905) Explain the difference between opinions and facts about a topic.

**Clarifications:**  
*Clarification 1*: Students will explain which statements are fact and which are opinion within a text.

*Clarification 2*: Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.

*Example*: “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/18594) | Identify an opinion or fact about a topic. |  |  |  |
| Essential  Understandings | * Define fact: things that a person knows about something and can be proven true or false * Define opinion: what a person thinks about something, cannot be proven |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14906) Identify and explain descriptive words in text(s).

**Clarifications:**  
*Clarification 1*: Students will explain examples of descriptive words in text and how they add meaning.

*Clarification 2*: Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. 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.K.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18597) | Identify descriptive words 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 |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14907) Retell a text orally to enhance comprehension:

1. Use main character(s), setting, and important events for a story.
2. Use topic and 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.K.R.3.AP.2a](https://www.cpalms.org/PreviewAccessPoint/Preview/18602) | Identify main character, setting and important events for a story using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * Define characters as people, animal, or thing in a story * Define setting as where and when the story is taking place * Identify something that happens in the story |  |  |  |
| [ELA.K.R.3.AP.2b](https://www.cpalms.org/PreviewAccessPoint/Preview/18603) | Identify topic and details for an informational text using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * Define topic: someone or something that people talk or write about * Define detail: a small piece of information in a text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14908) Compare and contrast characters’ experiences in stories.

**Clarifications:**  
*Clarification 1*: Students will orally compare and contrast the experiences that characters have had, comparing them to those experienced by other characters, in the same story or a different story. Those experiences can be expressed as events, feelings, or behaviors.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18498) | Identify different character experiences in the same story. |  |  |  |
| Essential  Understandings | * Identify a character’s experience (e.g., events, feelings, or behaviors) * in a familiar story * Recognize two characters’ experiences as the same or different |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14919) 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.K.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18583) | Use 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.K.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14920) Ask and answer questions about unfamiliar words in grade-level content.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.K.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18582) | Identify unfamiliar words in grade-level content at the student’s ability level. |  |  |  |
| Essential  Understandings | * Sort unfamiliar and familiar spoken words selected from grade-level content * Sort unfamiliar and familiar words paired with pictures selected from grade-level content |  |  |  |
| Resources: |  |  |  |  |

[**ELA.K.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/14921) Identify and sort common words into basic categories, relating vocabulary to background knowledge.

**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.K.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/18581) | Identify categories of common words in grade-level text at the student’s ability level, using the student’s mode of communication. |  |  |  |
| Essential  Understandings | * Indicate a connection to a common word using the student’s preferred mode of communication * Recognize common words from a familiar text or story 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.

[**ELD.K12.ELL.LA.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/8644) English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[**ELD.K12.ELL.SI.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/8640) English language learners communicate for social and instructional purposes within the school setting.