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**Access M/J Language Arts 1**

**(#7810011)**

**Course Standards**

**[ELA.6.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15042)** Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.

**Clarifications:**  
*Clarification 1*: See [Writing Types](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf) and [Narrative Techniques](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixC.pdf). *Clarification 2*: Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17920) | Write a personal narrative using precise words and figurative language with guidance and support. |  |  |  |
| Essential Understandings | * Define personal narrative as a story relating to a personal experience * Define figurative language * Locate the precise words and figurative language in a modeled narrative writing * With guidance and support, create a list of precise words and figurative language |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15043) Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17930) | Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. |  |  |  |
| Essential Understandings | * Define a claim * Given a list of possible arguments choose those which support a given claim * Sort relevant and irrelevant sources that support a given claim * Use a list of transitions (ex. for that reason, therefore, the second point that should be made) to link claims, ideas, and reasons * With guidance and support, use transitions to create a logical organizational structure (e.g., definition, compare/contrast, and cause/effect) * Identify the following elaborative techniques: example, definition, statistic and data, quote or citation, paraphrase, facts, description, explanation, and personal anecdote * Identify elaborative techniques used by an author to strengthen argument |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15044) Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17940) | Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. |  |  |  |
| Essential Understandings | * Define and identify examples of expository writing * Identify the topic from the source(s) * Identify facts and details related to the topic * Sort relevant and irrelevant information related to the topic * Develop the topic by identifying at least one or more relevant facts, definitions, quotes, examples, or details * Use a list of transitions (ex. First, second, lastly, a second kind of, in the same way) to link ideas and supporting evidence * With guidance and support, use a logical organizational structure (e.g., definition, compare/contrast, and cause/effect) using transitions |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15045) Improve writing by planning, revising, and editing, considering feedback from adults and peers.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17950) | Improve writing by planning, revising and editing, considering feedback from adults and peers. |  |  |  |
| Essential Understandings | * Identify the purpose for writing * Identify and/or choose a topic * Find key words located in the prompt/task that describe the writing purpose (inform, argue, persuade, convince, choose, etc.) * Use an outline or other organizer to identify topics and/or arguments to be discussed * With an adult or peer, evaluate to make sure writing stays on topic * With an adult or peer, revise writing and delete or add relevant information as necessary * With an adult or peer, review writing to be sure the requirements of the task/prompt have been met * With an adult or peer, review writing for proper spelling, punctuation, grammar, and readability throughout |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15046) Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.

**Clarifications:**  
*Clarification 1*: Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. 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. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations.

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

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17960) | Present information in a logical sequence, using the student’s mode of communication with guidance and support. |  |  |  |
| Essential Understandings | * Sort relevant and irrelevant information related to a given topic * Order factual statements in a logical sequence to describe a given topic * Present information |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15047) Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

**Clarifications:**  
*Clarification 1*: Skills to be mastered at this grade level are as follows:

* Use verbals including gerunds, infinitives, and participial phrases.
* Use comparative and superlative forms of adjectives.
* Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.

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

* Appropriately use colons.
* Appropriately use dangling modifiers.
* Appropriately use ellipses.
* Appropriately use hyphens.
* Vary sentence structure.

*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.6.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18557) | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.   * Use conjunctions correctly to join words and phrases in a sentence. |  |  |  |
| Essential Understandings | * Recognize the symbol for a colon * Identify the purpose of a colon * Insert colons into a given sentence * Recognize the symbol for a hyphen * Identify the purpose of a hyphen * Insert hyphens into a given sentence * Organize words into sentences following grammatical rules and varied structure |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15048)Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.

**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.6.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17970) | Conduct research to answer a question, identifying valid and reliable sources, with guidance and support. |  |  |  |
| Essential Understandings | * Identify a question to be answered through research * Identify valid and reliable sources from a list of examples and nonexamples * Identify sources (ex. .org, .gov, journals versus blogs or social media) which would provide reliable information related to the question * Explore sources to be used for research with guidance and support |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.5.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15049) Integrate diverse digital media to enhance audience engagement in 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, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.5.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17983) | Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks. |  |  |  |
| Essential Understandings | * Identify the intended audience * Evaluate the advantages of using different digital media (e.g., audio clip, digital text, video, multimedia) to present a particular topic or idea * Identify from provided choices which multimedia feature matches the task (e.g., audio clip, embedded video, maps, and diagrams) * With guidance and support, determine what multimedia features should/could be included in the presentation to enhance audience engagement |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15050)Use digital tools to produce writing.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17997) | Identify digital tools to produce writing. |  |  |  |
| Essential Understandings | * Explore available digital tools (ex. Word prediction software, grammar and spelling checks, digital dictionary and thesaurus, voice to text software, text to voice software, writing enhancement software, citation software) * Choose one or more digital tools to plan, draft, and revise writing * Use core features of common word processing programs (save, print, bold, italics) * When using digital tools, identify notations/symbols that represents errors in grammar, punctuation, capitalization, and spelling * With guidance and support, revise writing to correct errors in grammar, punctuation, capitalization, and spelling |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15030) Analyze how the interaction between characters contributes to the development of a plot in a literary text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17779) | Explain how the interactions of characters contribute to the plot in a literary text. |  |  |  |
| Essential Understandings | * Identify characters in the text * Describe thoughts and actions of characters in the text * Identify character relationships * Identify interactions between the characters * Identify main elements of the plot, (exposition, rising action, climax, falling action, conclusion.) * Locate details that support plot development |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15031) Analyze the development of stated or implied theme(s) throughout a literary text.

**Clarifications:**  
*Clarification 1*: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author’s message. See Theme in Glossary.   
*Clarification 2*: Students should be introduced to the concept of universal themes, although mastery isn’t expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual’s or a community’s confrontation with nature; an individual’s struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17790) | Explain how events contribute to the theme(s) throughout a literary text. |  |  |  |
| Essential Understandings | * Define theme as the underlying message the author wants to convey * Identify significant events in the beginning, middle and end of a text * Recognize positive or negative tones throughout the text * Recognize how events contribute to positive or negative tone * Discuss how the tone changes throughout the text * Identify the theme (message) in the text |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15032)Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

**Clarifications:**  
*Clarification 1*: When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17804) | Identify the different points of view of the narrators in a literary text. |  |  |  |
| Essential Understandings | * Define point of view as the view of the person telling the story, i.e., first person, second person, third-person omniscient * Define narrator as the speaker telling the story (can be more than one person/character in a text) * Identify the narrator(s) of a story * Identify details from the text that support who is narrating. * Identify the role of the narrator(s) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15033) Describe the impact of various poetic forms on meaning and style.

**Clarifications:**  
*Clarification 1*: Poetic forms used for this benchmark are sonnet and villanelle. See [Appendix B](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) for examples.

Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17814) | Describe the poetic forms and styles of a sonnet and a villanelle. |  |  |  |
| Essential Understandings | * Recognize various poetry structures * List the characteristics of a sonnet * Identify a sonnet * List the characteristics of a villanelle * Identify a villanelle |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15034) Explain how individual text sections and/or features convey meaning in texts.

Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17824) | Show how a specific text section contributes to the meaning of the text. |  |  |  |
| Essential Understandings | * Identify the central idea of a text * Identify the author’s purpose for writing a text * Identify examples of text sections (heading, graphs, maps, captions) * Identify the purposes of various text sections * Identify the connection of a text section to the topic |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15035) Analyze the central idea(s), implied or explicit, and its development throughout a text.

**Clarifications:**  
*Clarification 1*: Various types of support could include an author’s use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17835) | Identify the central idea(s), implied or explicit, and its development throughout a text. |  |  |  |
| Essential Understandings | * Identify the facts (definitions, concrete details, or quotes) in a text * Define implied and explicit * Identify significant events throughout a text * Identify the central idea of a text * Define central idea as what the text is mainly about |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15036) Analyze authors’ purpose(s) in multiple accounts of the same event or topic.

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17846) | Explain the purpose of two authors’ accounts of the same event or topic. |  |  |  |
| Essential Understandings | * Define fiction and nonfiction * Identify authors’ purpose (such as inform, persuade, entertain) * Find relevant words that support the authors’ purpose * Find relevant details that support the authors’ purpose |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15037) Track the development of an argument, identifying the types of reasoning used.

**Clarifications:**  
*Clarification 1*: For more information on types of reasoning, see [Types of Logical Reasoning](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

*Clarification 2*: Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning (Informal)](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17860) | Identify the types of reasoning used in an argumentative text. |  |  |  |
| Essential Understandings | * Identify differences between facts and opinions * Define types of reasoning (deductive, inductive, abductive) * Make connections between the text and background knowledge |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15038) Explain how figurative language contributes to tone and meaning in text(s).

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

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17872) | Identify examples of figurative language that contribute to tone and meaning in text. |  |  |  |
| Essential Understandings | * Define tone by identifying negative and/or positive language that expresses the writer’s feelings toward a subject/topic * Identify the tone and meaning of a text * Identify an example of figurative language |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15039)Paraphrase content from grade-level texts.

**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.6.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17882) | Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| Essential Understandings | * Identify central idea * Identify and list key details within the central idea * With guidance and support, retell the text in your own words |  |  |  |
| Resources: |  |  |  |  |

**[ELA.6.R.3.3:](https://www.cpalms.org/Public/PreviewStandard/Preview/15040)** Compare and contrast how authors from different time periods address the same or related topics.

**Clarifications:**  
*Clarification 1*: Texts for this benchmark should be selected from the following literary periods:

* Colonial and Early National Period (1600–1830) American Literature
* Romantic Period (1790–1870)
* Realism and Naturalism Period (1870–1930)
* Modernist Period (1910–1945)
* Contemporary Period (1945–present)

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17900) | Compare and contrast how authors from two time periods address the same or related topics in a text with grade-level appropriate content at the student’s skill level. |  |  |  |
| Essential Understandings | * Define compare as similarities and contrast as differences * Identify the same or related topic(s). * Identify the two time periods in which the texts were written * Identify the authors view/perspective of the topic(s) * Identify what is the same in the same or related topic(s) * Identify what is different in the same or related topic(s) |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15041) Identify rhetorical appeals in a text.

**Clarifications:**  
*Clarification 1*: Students will identify the appeals of logos, ethos, and pathos.

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

**Related Access Points**

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17910) | Identify rhetorical appeals (ethos, logos, pathos) in a text with grade level content at the student’s ability level. |  |  |  |
| Essential Understandings | * Define appeals * Define and provide examples of ethos * Define and provide examples of logos * Define and provide examples of pathos * With guidance and support, identify ethos, logos, and pathos |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15051) Integrate academic vocabulary appropriate to grade level in speaking and writing.

**Clarifications:**  
*Clarification 1*: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.

*Clarification 2*: Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18009) | Use grade-level academic vocabulary in communication, using the student’s mode of communication. |  |  |  |
| Essential Understandings | * With guidance and support, create a list of academic vocabulary words related to a given topic * Determine possible meanings of academic vocabulary as it is used in a text. * From a list, use the academic vocabulary in a sentence * From a list, identify which academic vocabulary is related to a given topic |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15052) Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

**Clarifications:**  
*Clarification 1*: See [Common Greek and Latin Roots](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) 6-8 and [Affixes](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.6.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18021) | Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support. |  |  |  |
| Essential Understandings | * Identify the meaning of the most common Greek and Latin suffixes * Identify the meaning of the most common Greek and Latin prefixes * Identify the meaning of the most common Greek and Latin roots * From a list, use the context to help decide which Greek or Latin definition is the most appropriate choice |  |  |  |
| Resources: |  |  |  |  |

[**ELA.6.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15053) Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**  
*Clarification 1*: Review of words learned in this way is critical to building background knowledge and related vocabulary.

*Clarification 2*: See [Context Clues](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf) and [Word Relationships](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixD.pdf).

*Clarification 3*: See [ELA.6.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15038) and [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf)

## Related Access Points

| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| --- | --- | --- | --- | --- |
| [ELA.6.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17985) | Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student’s ability level with guidance and support. |  |  |  |
| Essential Understandings | * Discuss the meaning of denotative * Discuss the meaning of context clues * Discuss the meaning of figurative language * Discuss the meaning of background knowledge * Find the meaning of a word through context by examining the words before and after the unfamiliar word * Find the meaning of unfamiliar words through reference materials (dictionary, thesaurus, online references, digital tools) * Use a list to reference common Greek and Latin roots and affixes * Find meaning using the Greek and Latin roots and affixes chart |  |  |  |
| 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.