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**Access M/J Language Arts 3**

**(#7810013)**

**Course Standards**

**[ELA.8.C.1.2:](https://www.cpalms.org/Public/PreviewStandard/Preview/15090)** Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17918) | Write a personal narrative using a clearly established point of view, precise words and figurative language. |  |  |  |
| EssentialUnderstandings | * Define narrative
* Define figurative language
* Define and find examples of point of view (first person)
* Locate the precise words and figurative language using a modeled narrative
* With guidance and support, create a list of precise words and figurative language
* Define personal narrative as a story relating to a personal experience
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| Resources: |  |  |  |  |

[**ELA.8.C.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15091) Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17928) | Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim. |  |  |  |
| EssentialUnderstandings | * Define claim
* Identify examples of a given claim
* Given a list of possible arguments choose those which support a given claim
* Sort relevant and irrelevant sources that support a given claim
* Identify reason/evidence that supports a given claim
* Use a list of transitions to support a claim (ex. for that reason, therefore, the second point that should be made,) to link claims, ideas, and reasons
* Define and identify examples of a counterclaim
* Define and identify examples of rebuttal arguments
* Use a list of transitions to support a counterclaim and rebuttal arguments (ex. however, on the other hand, to the contrary)
* 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
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| Resources: |  |  |  |  |

[**ELA.8.C.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15092)Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17938) | Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions. |  |  |  |
| EssentialUnderstandings | * Define and identify examples of expository writing
* Identify the topic from a source(s)
* Identify facts and details related to the topic
* Sort relevant and irrelevant information related to the topic
* Develop the topic by using a mixture of relevant facts, definitions, quotes, examples, or details
* Use a list of purposeful transitions (ex. First, second, lastly, a second kind of, in the same way, as a result, for instance, for this reason, in fact, similarly) 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
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| Resources: |  |  |  |  |

[**ELA.8.C.1.5:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15093)Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.1.AP.5](https://www.cpalms.org/PreviewAccessPoint/Preview/17948) | Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity. |  |  |  |
| EssentialUnderstandings | * Find key words located in the prompt/task that describe the writing purpose (inform, argue, persuade, convince, choose, etc.)
* Identify the purpose for writing
* Identify and/or choose a topic
* With an adult or peer, create 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
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| Resources: |  |  |  |  |

[**ELA.8.C.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15094)Present information orally, in a logical sequence, supporting the central idea with credible evidence.

**Clarifications:**
*Clarification 1*: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17958) | Present information in a logical sequence, supporting the central idea with evidence, using the student’s mode of communication with guidance and support. |  |  |  |
| EssentialUnderstandings | * Sort relevant and irrelevant information related to the central idea
* Find evidence to support the central idea
* Order the evidence in a logical sequence to support the central idea
* Present information
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| Resources: |  |  |  |  |

**[ELA.8.C.3.1:](https://www.cpalms.org/Public/PreviewStandard/Preview/15095)** 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:

* Appropriately use passive and active voice.
* Use semicolons to form sentences.
* Use verbs with attention to voice and mood.

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

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

*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**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.3.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17968) | Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support.* Vary sentence structure.
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| EssentialUnderstandings | * Given a paragraph, identify a phrase and/or clause
* Given a list of phrases and clauses, create two or more sentences with varied sentence structure
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| Resources: |  |  |  |  |

[**ELA.8.C.4.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15096) Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.

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

*Clarification 2*: 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

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.4.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18555) | Conduct research to answer a question, drawing on reliable and valid sources and generating additional questions, with guidance and support. |  |  |  |
| EssentialUnderstandings | * Identify a question to be answered through research
* Define valid and reliable sources
* Identify sources (ex. .org, .gov, journals versus blogs or social media) which would provide reliable information related to the question
* Explore sources used for research with guidance and support
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| Resources: |  |  |  |  |

[**ELA.8.C.5.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15098)Use a variety of digital tools to collaborate with others to produce writing.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.C.5.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17994) | Identify two or more digital tools to collaborate with others to produce writing. |  |  |  |
| EssentialUnderstandings | * Collaboratively 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)
* Collaboratively choose one or more digital tools to plan, draft, and revise writing
* Collaboratively 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
* Collaboratively, revise writing to correct errors in grammar, punctuation, capitalization, and spelling
* Collaboratively, explore digital tools used to share writing (ex. digital presentation software, email, social media, video presentation, YouTube)
* Collaboratively use one or more digital tools (ex. digital presentation software, email, social media, video presentation, YouTube) to share writing
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| Resources: |  |  |  |  |

[**ELA.8.R.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15078)Analyze the interaction between character development, setting, and plot in a literary text.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17777) | Explain the relationship between the character development, setting and plot in a literary text. |  |  |  |
| EssentialUnderstandings | * Identify characters in a text
* Describe characters in a text
* Identify character relationships
* Identify main elements of the plot, (exposition, rising action, climax, falling action, conclusion.)
* From a list, select key details relevant to a given text
* Identify setting(s) in the text (where and/or time)
* Discuss how a character changes or develops in a text
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| Resources: |  |  |  |  |

[**ELA.8.R.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15079)Analyze two or more themes and their development 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.
*Clarification 2*: Students should continue to work with 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

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17788) | Compare and contrast two themes and their development throughout a literary text. |  |  |  |
| EssentialUnderstandings | * Define theme as the underlying message the author wants to convey
* Identify the key details and/or 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 tones change throughout the text
* Identify two themes (message) in the text
* Identify how the two themes are the same/similar
* Identify how the two themes are different
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| Resources: |  |  |  |  |

[**ELA.8.R.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15080)Analyze how an author develops and individualizes the perspectives of different characters.

**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

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17801) | Describe how the author uses words and actions to show the characters’ perspective. |  |  |  |
| EssentialUnderstandings | * Define perspective
* Identify character perspectives
* Identify the words and actions that contribute to the characters perspective (ex. negative, positive)
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| Resources: |  |  |  |  |

[**ELA.8.R.1.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15081)Analyze structure, sound, imagery, and figurative language in poetry.

**Clarifications:**
Clarification 1: Structural elements for this benchmark are form, line length, white space, indention, line breaks, and stanza breaks.

*Clarification 2*: Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.

*Clarification 3*: Imagery, as used here, refers to language and description that appeals to the five senses.

*Clarification 4*: Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.1.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17812) | Explain the structure, sound and imagery in poetry. |  |  |  |
| EssentialUnderstandings | * Define imagery
* With guidance and support, list words that are used to create imagery
* Identify examples of imagery
* Identify the structure of a poem, i.e., rhyme, stanzas, meter, line length
* Identify sound in a poem, i.e., alliteration, assonance
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| Resources: |  |  |  |  |

[**ELA.8.R.2.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15082)Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.2.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/17822) | Explain how individual text sections contribute to the meaning of the text. |  |  |  |
| EssentialUnderstandings | * 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 use of each text section
* Identify the connection of a text section to the topic
* Identify the connection of text sections to each other and the topic
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| Resources: |  |  |  |  |

[**ELA.8.R.2.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15083)Analyze two or more central ideas and their development throughout a text.

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.2.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17833) | Compare twocentral ideas and their development throughout a text. |  |  |  |
| EssentialUnderstandings | * Use the facts (definitions, concrete details, or quotes) in a text to determine the central ideas
* Identify significant events throughout a text
* Explain how the facts develop in the beginning, middle and end of a text.
* Identify the similarities of two central ideas
* Define central idea as what the text is mainly about
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| Resources: |  |  |  |  |

[**ELA.8.R.2.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15084) Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

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

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

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.2.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17844) | Explain how an author’s use of figurative language establishes and/or achieves purpose. |  |  |  |
| EssentialUnderstandings | * Determine authors’ purpose
* Identify figurative language, i.e., metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom
* Connect the meaning of the figurative language used with the author’s purpose
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| Resources: |  |  |  |  |

[**ELA.8.R.2.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15085) Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

**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**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.2.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17858) | Identify a way in which the argument could be improved. |  |  |  |
| EssentialUnderstandings | * Discuss the effectiveness of the argument
* Discuss the ineffectiveness of the argument
* Identify reliable/unreliable sources
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| Resources: |  |  |  |  |

[**ELA.8.R.3.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15086)Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.3.AP.1a](https://www.cpalms.org/PreviewAccessPoint/Preview/17869) | Explain how figurative language contributes to tone and meaning of text(s). |  |  |  |
| EssentialUnderstandings | * Define tone by identifying negative and/or positive language that expresses the writer’s feelings toward a subject/topic
* Determine the tone and meaning of a text
* Identify an example of figurative language
* With guidance and support, discuss how figurative language contributes to tone and meaning
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| Resources: |  |  |  |  |
| [ELA.8.R.3.AP.1b](https://www.cpalms.org/PreviewAccessPoint/Preview/17870) | Identify examples of symbolism in a text. |  |  |  |
| EssentialUnderstandings | * Define symbolism
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| Resources: |  |  |  |  |

[**ELA.8.R.3.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15087) Paraphrase content from grade-level texts.

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

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.3.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/17880) | Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * Identify central idea
* Identify and list key details within the central idea
* With guidance and support, retell the text in your own words
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| Resources: |  |  |  |  |

[**ELA.8.R.3.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15088)Compare and contrast the use or discussion of archetypes in texts.

**Clarifications:**
*Clarification 1*: See [Archetypes](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.3.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17898) | Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student’s skill level. |  |  |  |
| EssentialUnderstandings | * Define compare as similarities and contrast as differences
* Define and provide examples of archetypes (for characters, settings, symbols)
* With guidance and support, identify characteristics of the archetype
* Identify the archetypes used in a text
* Identify similar characteristics of the archetype
* Identify different characteristics of the archetype
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| Resources: |  |  |  |  |

[**ELA.8.R.3.4:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15089)Explain how an author uses rhetorical devices to support or advance an appeal.

**Clarifications:**
*Clarification 1*: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [8.R.3.1](http://https//www.cpalms.org/Public/PreviewStandard/Preview/15086) with the addition of irony, rhetorical question, antithesis, and zeugma.
*Clarification 2*: See [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).
*Clarification 3*: See [Rhetorical Appeals](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf) and [Rhetorical Devices](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).
*Clarification 4*: Students will explain the connection between an author’s use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

**Related Access Points**

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.R.3.AP.4](https://www.cpalms.org/PreviewAccessPoint/Preview/17908) | Describe how an author’s use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. |  |  |  |
| EssentialUnderstandings | * Define irony
* Define rhetorical questioning
* With guidance and support, find examples of rhetorical questioning.
* Identify a phrase, sentence or paragraph that contains rhetorical questioning or irony from a list
* With guidance and support, identify examples of appeals (ethos, pathos, logos)
* With guidance and support, identify rhetorical questioning or irony that supports an appeal
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| Resources: |  |  |  |  |

[**ELA.8.V.1.1:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15099)Integrate academic vocabulary appropriate to grade level in speaking and writing.

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

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

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.V.1.AP.1](https://www.cpalms.org/PreviewAccessPoint/Preview/18006) | Use grade-level academic vocabulary in communication, using the student’s mode of communication. |  |  |  |
| EssentialUnderstandings | * 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.8.V.1.2:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15100) 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

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.V.1.AP.2](https://www.cpalms.org/PreviewAccessPoint/Preview/18018) | 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. |  |  |  |
| EssentialUnderstandings | * 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.8.V.1.3:**](https://www.cpalms.org/Public/PreviewStandard/Preview/15101)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.8.R.3.1](https://www.cpalms.org/Public/PreviewStandard/Preview/15086) and [Secondary Figurative Language](https://www.cpalms.org/Uploads/docs/standards/BEST/LA/AppendixB.pdf).

## Related Access Points

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| **Name** | **Description** | **Date(s) Instruction** | **Date(s) Assessment** | **Date Mastery** |
| [ELA.8.V.1.AP.3](https://www.cpalms.org/PreviewAccessPoint/Preview/17993) | 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 content at the student’s ability level with guidance and support. |  |  |  |
| EssentialUnderstandings | * Review the meaning of connotative
* Review the meaning of denotative
* Review concepts of context clues
* Review concepts of figurative language (ex. simile, metaphor, hyperbole, personification, imagery)
* Review concepts 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
* Use reference materials (dictionary, thesaurus, online references, digital tools) to verify the meaning of a word
 |  |  |  |
| 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.