



# Basic Skills in Reading-K-2 (#5010020) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.1.F.1.1:</a>	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books. <b>Standard Relation to Course: Major</b> Demonstrate phonological awareness. <ul style="list-style-type: none"><li>a. Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs.</li><li>b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.</li><li>c. Blend single-syllable spoken words with at least five phonemes.</li><li>d. Segment single-syllable spoken words with at least five phonemes.</li></ul>
<a href="#">ELA.1.F.1.2:</a>	<ul style="list-style-type: none"><li>e. Segment and blend phonemes in multi-syllable spoken words.</li></ul> <div style="border: 1px solid black; padding: 5px;"><b>Clarifications:</b> Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</div> <b>Standard Relation to Course: Major</b>
<a href="#">ELA.1.F.1.3:</a>	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately. <ul style="list-style-type: none"><li>a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs, and blends.</li><li>b. Decode simple words with r-controlled vowels.</li><li>c. Decode and encode regularly spelled one-syllable words.</li><li>d. Decode words with inflectional endings.</li><li>e. Decode two-syllable words with regular patterns by breaking the words into syllables.</li><li>f. Decode words that use final -e and vowel teams to make long-vowel sound.</li></ul> <div style="border: 1px solid black; padding: 5px;"><b>Clarifications:</b> 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 <a href="#">1.F.1.4</a> and <a href="#">Dolch and Fry</a> word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</div> <b>Standard Relation to Course: Major</b>
<a href="#">ELA.1.F.1.4:</a>	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression. <ul style="list-style-type: none"><li>a. Recognize and read with automaticity the grade-level sight words.</li></ul> <div style="border: 1px solid black; padding: 5px;"><b>Clarifications:</b> Clarification 1: See <a href="#">Dolch and Fry</a> 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 <a href="#">1.F.1.3</a>. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity. Clarification 3: See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed. Clarification 4: "Appropriate prosody" refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody. Clarification 5: Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</div> <b>Standard Relation to Course: Major</b>
<a href="#">ELA.1.R.1.1:</a>	Identify and describe the main story elements in a story. <div style="border: 1px solid black; padding: 5px;"><b>Clarifications:</b> Clarification 1: Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story. Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on. Clarification 3: For setting, students will discuss where the events of the story are happening. The time element of setting should only be addressed in texts where it is explicitly indicated.</div>
<a href="#">ELA.1.R.1.2:</a>	Identify and explain the moral of a story. <div style="border: 1px solid black; padding: 5px;"><b>Clarifications:</b> Clarification 1: This benchmark introduces the moral of a story as a precursor to theme in 2nd grade. A moral is the lesson of a story. During instruction, let students know that not all stories have a lesson by referring to stories read that did not have a moral or a lesson.</div> <div style="border: 1px solid black; padding: 5px;">Explain who is telling the story using context clues.</div>

# M/J Intensive Reading 1 (#1000010) 2021 - And Beyond

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## Course Standards

For 6th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.6.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.1.4:</a>	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.2.1:</a>	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>            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 <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:           <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>           Skills to be implemented but not yet mastered are as follows:           <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.R.1.1:</a>	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>            Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the</p>

<p><a href="#">ELA.6.R.1.2:</a></p>	<p>author's message. See Theme in Glossary.</p> <p>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.</p> <p>Clarification 3: Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.1.3:</a></p>	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b></p> <p>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.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.1.4:</a></p>	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. See <a href="#">Appendix B</a> for examples.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.2.1:</a></p>	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.2.2:</a></p>	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b></p> <p>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.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.2.3:</a></p>	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.2.4:</a></p>	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p> <p>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 <a href="#">Fallacies in Reasoning (Informal)</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.3.1:</a></p>	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><b>Clarifications:</b></p> <p>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.</p> <p>Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.R.3.2:</a></p>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.V.1.1:</a></p>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p>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.</p> <p>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.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.V.1.2:</a></p>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.6.V.1.3:</a></p>	<p>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.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p>Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.</p> <p>Clarification 3: See <a href="#">ELA.6.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<p><a href="#">ELA.612.F.2.1:</a></p>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b></p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p>

- a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

**Standard Relation to Course: Major**

Know and apply phonics and word analysis skills in decoding words.

- a. Use an array of strategies to decode single-syllable and multisyllabic words.
- b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

[ELA.612.F.2.2:](#)

**Clarifications:**

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

**Standard Relation to Course: Major**

Know and apply phonics and word analysis skills in encoding words.

- a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

[ELA.612.F.2.3:](#)

**Clarifications:**

Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

**Standard Relation to Course: Major**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

Clarification 1: See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.

[ELA.612.F.2.4:](#)

**Standard Relation to Course: Major**

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.1.1:](#)

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

[ELA.K12.EE.2.1:](#)

**Standard Relation to Course: Supporting**

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.3.1:](#)

**Standard Relation to Course: Supporting**

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.4.1:](#)

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

**Clarifications:**

<a href="#">ELA.K12.EE.5.1:</a>	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.
	<b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing.
<a href="#">ELA.K12.EE.6.1:</a>	<b>Clarifications:</b> 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.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 6th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### QUALIFICATIONS

As well as any certification requirements listed on the course description, the following qualifications may also be acceptable for the course:

**Any field when certification reflects a bachelor or higher degree plus Reading Endorsement.**

### GENERAL INFORMATION

**Course Number:** 1000010

**Course Path: Section:** Grades PreK to 12 Education  
**Courses > Grade Group:** Grades 6 to 8 Education  
**Courses > Subject:** English/Language Arts >  
**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS READ 1

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Data entry status - hidden

**Grade Level(s):** 6

## Educator Certifications

[Elementary Education \(Grades K-6\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

[Reading \(Elementary and Secondary Grades K-12\)](#)

[Middle Grades English \(Middle Grades 5-9\) Plus Reading Endorsement](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17748>



# M/J Intensive Reading 2 (#1000012) 2021 - And Beyond (current)

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## Course Standards

For 7th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.612.F.2.1:</a>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> <li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.2:</a>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.3:</a>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> <li>The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.4:</a>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.            Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.            Clarification 3: Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.7.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.7.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Supporting</b></p>

Present information orally, in a logical sequence, emphasizing key points that support the central idea.

[ELA.7.C.2.1:](#)

**Clarifications:**

Clarification 1: For further guidance, see the [Secondary Oral Communication Rubric](#).

**Standard Relation to Course: Supporting**

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

[ELA.7.C.3.1:](#)

**Clarifications:**

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

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

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

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- 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](#) for more information.

**Standard Relation to Course: Supporting**

[ELA.7.R.1.1:](#)

Analyze the impact of setting on character development and plot in a literary text.

**Standard Relation to Course: Major**

Compare two or more themes and their development throughout a literary text.

[ELA.7.R.1.2:](#)

**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.

Clarification 3: The themes being compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

[ELA.7.R.1.3:](#)

**Clarifications:**

Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.

Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

**Standard Relation to Course: Major**

Analyze the impact of various poetic forms on meaning and style.

[ELA.7.R.1.4:](#)

**Clarifications:**

Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. See [Appendix B](#) for examples.

Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Standard Relation to Course: Major**

[ELA.7.R.2.1:](#)

Explain how individual text sections and/or features convey a purpose in texts.

**Standard Relation to Course: Major**

[ELA.7.R.2.2:](#)

Compare two or more central ideas and their development throughout a text.

**Standard Relation to Course: Major**

Explain how an author establishes and achieves purpose(s) through diction and syntax.

[ELA.7.R.2.3:](#)

**Clarifications:**

Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

**Standard Relation to Course: Major**

Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

[ELA.7.R.2.4:](#)

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

**Standard Relation to Course: Major**

Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

[ELA.7.R.3.1:](#)

**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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.7.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how authors with differing perspectives address the same or related topics or themes.

[ELA.7.R.3.3:](#)

**Clarifications:**

Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.7.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

[ELA.7.V.1.2:](#)

**Clarifications:**

Clarification 1: See [Common Greek and Latin Roots](#) 6-8 and [Affixes](#).

**Standard Relation to Course: Major**

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.

[ELA.7.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.7.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 7th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### GENERAL INFORMATION

**Course Number:** 1000012

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** Remedial >

**Abbreviated Title:** M/J INTENS READ 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 7

### Educator Certifications

[Reading \(Elementary and Secondary Grades K-12\)](#)

[Middle Grades English \(Middle Grades 5-9\) Plus Reading Endorsement](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17749](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17749)



# M/J Intensive Reading 3 (#1000014) 2021 - And Beyond (current)

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## Course Standards

For 8th grade standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.612.F.2.1:</a>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> <li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.2:</a>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.3:</a>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>            Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> <li>The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.4:</a>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.            Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.            Clarification 3: Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>

Present information orally, in a logical sequence, supporting the central idea with credible evidence.

[ELA.8.C.2.1:](#)

**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](#).

**Standard Relation to Course: Major**

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

[ELA.8.C.3.1:](#)

**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](#) for more information.

**Standard Relation to Course: Major**

Analyze the interaction between character development, setting, and plot in a literary text.

[ELA.8.R.1.1:](#)

**Standard Relation to Course: Major**

Analyze two or more themes and their development throughout a literary text.

[ELA.8.R.1.2:](#)

**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.

Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze how an author develops and individualizes the perspectives of different characters.

[ELA.8.R.1.3:](#)

**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.

**Standard Relation to Course: Major**

Analyze structure, sound, imagery, and figurative language in poetry.

[ELA.8.R.1.4:](#)

**Clarifications:**

Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, 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.

**Standard Relation to Course: Major**

Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

[ELA.8.R.2.1:](#)

**Standard Relation to Course: Major**

Analyze two or more central ideas and their development throughout a text.

[ELA.8.R.2.2:](#)

**Standard Relation to Course: Major**

Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.8.R.2.3:](#)

**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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

[ELA.8.R.2.4:](#)

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

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 \(Informal\)](#).

**Standard Relation to Course: Major**

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,

<a href="#">ELA.8.R.3.1:</a>	<p>allusion, and idiom. Other examples can be used in instruction. Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.3.2:</a>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.3.3:</a>	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Archetypes</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.V.1.1:</a>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.V.1.2:</a>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. Clarification 3: See <a href="#">ELA.8.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> 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.</p>

	<b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing.
<a href="#">ELA.K12.EE.6.1:</a>	<b>Clarifications:</b> 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.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 8th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to the student's grade and/or instructional level. This course should not be used in place of grade level English language arts courses and is intended to provide intervention for students who have reading deficiencies.

### GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### GENERAL INFORMATION

<b>Course Number:</b> 1000014	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial > <b>Abbreviated Title:</b> M/J INTENS READ 3 <b>Course Length:</b> Year (Y) <b>Course Level:</b> 2
<b>Course Type:</b> Elective Course	
<b>Course Status:</b> Data entry status - hidden	
<b>Grade Level(s):</b> 8	

### Educator Certifications

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17750](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17750)

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.6.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.4:</a>	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.2.1:</a>	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>            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 <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:           <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>           Skills to be implemented but not yet mastered are as follows:           <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.5.1:</a>	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>            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</p>

elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

**Standard Relation to Course: Major**

[ELA.6.C.5.2:](#)

Use digital tools to produce writing.  
**Standard Relation to Course: Major**

[ELA.6.R.1.1:](#)

Analyze how the interaction between characters contributes to the development of a plot in a literary text.  
**Standard Relation to Course: Major**

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.

Clarification 3: Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

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](#) for examples.

**Standard Relation to Course: Major**

[ELA.6.R.2.1:](#)

Explain how individual text sections and/or features convey meaning in texts.

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

[ELA.6.R.2.2:](#)

Analyze authors' purpose(s) in multiple accounts of the same event or topic.

**Standard Relation to Course: Major**

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](#).

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 \(Informal\)](#).

**Standard Relation to Course: Major**

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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

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)

**Standard Relation to Course: Major**

Identify rhetorical appeals in a text.

**Clarifications:**

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

Clarification 2: See [Rhetorical Appeals](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

<p><a href="#">ELA.6.V.1.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Major</b>  Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
<p><a href="#">ELA.6.V.1.2:</a></p>	<p><b>Clarifications:</b>  Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p> <p><b>Standard Relation to Course: Major</b>  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.</p>
<p><a href="#">ELA.6.V.1.3:</a></p>	<p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.6.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b>  Cite evidence to explain and justify reasoning.</p>
<p><a href="#">ELA.K12.EE.1.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Read and comprehend grade-level complex texts proficiently.</p>
<p><a href="#">ELA.K12.EE.2.1:</a></p>	<p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b>  Make inferences to support comprehension.</p>
<p><a href="#">ELA.K12.EE.3.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<p><a href="#">ELA.K12.EE.4.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use the accepted rules governing a specific format to create quality work.</p>
<p><a href="#">ELA.K12.EE.5.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use appropriate voice and tone when speaking or writing.</p>
<p><a href="#">ELA.K12.EE.6.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<p><a href="#">ELD.K12.ELL.LA.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p>

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 6th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [6th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001010

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

## Educator Certifications

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[English Speakers of Other Languages \(Elementary and Secondary Grades K-12\)](#)

[Elementary Education \(Grades K-6\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

[Middle Grades English \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17738>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.6.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.4:</a>	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.2.1:</a>	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>            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 <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:  <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>           Skills to be implemented but not yet mastered are as follows:  <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.5.1:</a>	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>            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</p>

elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.

**Standard Relation to Course: Major**

[ELA.6.C.5.2:](#)

Use digital tools to produce writing.  
**Standard Relation to Course: Major**

[ELA.6.R.1.1:](#)

Analyze how the interaction between characters contributes to the development of a plot in a literary text.  
**Standard Relation to Course: Major**

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.

Clarification 3: Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

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](#) for examples.

**Standard Relation to Course: Major**

[ELA.6.R.2.1:](#)

Explain how individual text sections and/or features convey meaning in texts.

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

[ELA.6.R.2.2:](#)

Analyze authors' purpose(s) in multiple accounts of the same event or topic.

**Standard Relation to Course: Major**

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](#).

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 \(Informal\)](#).

**Standard Relation to Course: Major**

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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

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)

**Standard Relation to Course: Major**

Identify rhetorical appeals in a text.

**Clarifications:**

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

Clarification 2: See [Rhetorical Appeals](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.6.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

[ELA.6.V.1.2:](#)

**Clarifications:**

Clarification 1: See [Common Greek and Latin Roots](#) 6-8 and [Affixes](#).

**Standard Relation to Course: Major**

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.

[ELA.6.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.6.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

Interpret primary and secondary sources.

[SS.6.W.1.3:](#)

**Clarifications:**

Examples are artifacts, images, auditory sources, written sources.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Approximately one-third of the titles from the [6th Grade Sample Book List](#) should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001020

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 1 ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Data entry status - hidden

## Educator Certifications

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[Elementary Education \(Grades K-6\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

There are more than 8 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17754>

# M/J Language Arts 2 (#1001040) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.7.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.2.1:</a>	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>            Clarification 1: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.5.1:</a>	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>            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 presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.5.2:</a>	<p>Use digital tools to produce and share writing.</p> <p><b>Standard Relation to Course: Major</b></p>

[ELA.7.R.1.1:](#)

Analyze the impact of setting on character development and plot in a literary text.

**Standard Relation to Course: Major**

Compare 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.

Clarification 3: The themes being compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

**Clarifications:**

Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.

Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

**Standard Relation to Course: Major**

Analyze 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](#) for examples.

Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Standard Relation to Course: Major**

[ELA.7.R.1.4:](#)

[ELA.7.R.2.1:](#)

Explain how individual text sections and/or features convey a purpose in texts.

**Standard Relation to Course: Major**

[ELA.7.R.2.2:](#)

Compare two or more central ideas and their development throughout a text.

**Standard Relation to Course: Major**

[ELA.7.R.2.3:](#)

Explain how an author establishes and achieves purpose(s) through diction and syntax.

**Clarifications:**

Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

**Standard Relation to Course: Major**

[ELA.7.R.2.4:](#)

Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

**Standard Relation to Course: Major**

[ELA.7.R.3.1:](#)

Analyze how figurative language contributes to tone and meaning and explain examples of allusions 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](#).

**Standard Relation to Course: Major**

[ELA.7.R.3.2:](#)

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

[ELA.7.R.3.3:](#)

Compare and contrast how authors with differing perspectives address the same or related topics or themes.

**Clarifications:**

Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

[ELA.7.R.3.4:](#)

Explain the meaning and/or significance of rhetorical devices in a text.

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [7.R.3.1](#) with the addition of irony and rhetorical questioning.

Clarification 2: See [Secondary Figurative Language](#).

Clarification 3: See [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.7.V.1.1:](#)

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.

	<p>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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.V.1.2:</a>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. Clarification 3: See <a href="#">ELA.7.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 7th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [7th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001040

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

## Educator Certifications

[Middle Grades English \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[English Speakers of Other Languages \(Elementary and Secondary Grades K-12\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

[Middle Grades English \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

[English \(Grades 6-12\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17739>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.7.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.2.1:</a>	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b>            Clarification 1: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:           <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul>           Skills to be implemented but not yet mastered are as follows:           <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.5.1:</a>	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b>            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 presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.7.C.5.2:</a>	<p>Use digital tools to produce and share writing.</p> <p><b>Standard Relation to Course: Major</b></p>

[ELA.7.R.1.1:](#)

Analyze the impact of setting on character development and plot in a literary text.

**Standard Relation to Course: Major**

Compare 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.

Clarification 3: The themes being compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

**Clarifications:**

Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.

Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

**Standard Relation to Course: Major**

Analyze 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](#) for examples.

Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Standard Relation to Course: Major**

[ELA.7.R.1.4:](#)

[ELA.7.R.2.1:](#)

Explain how individual text sections and/or features convey a purpose in texts.

**Standard Relation to Course: Major**

[ELA.7.R.2.2:](#)

Compare two or more central ideas and their development throughout a text.

**Standard Relation to Course: Major**

[ELA.7.R.2.3:](#)

Explain how an author establishes and achieves purpose(s) through diction and syntax.

**Clarifications:**

Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.

**Standard Relation to Course: Major**

[ELA.7.R.2.4:](#)

Track the development of an argument, analyzing the types of reasoning used and their effectiveness.

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See [Fallacies in Reasoning \(Informal\)](#).

**Standard Relation to Course: Major**

[ELA.7.R.3.1:](#)

Analyze how figurative language contributes to tone and meaning and explain examples of allusions 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](#).

**Standard Relation to Course: Major**

[ELA.7.R.3.2:](#)

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

[ELA.7.R.3.3:](#)

Compare and contrast how authors with differing perspectives address the same or related topics or themes.

**Clarifications:**

Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

[ELA.7.R.3.4:](#)

Explain the meaning and/or significance of rhetorical devices in a text.

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [7.R.3.1](#) with the addition of irony and rhetorical questioning.

Clarification 2: See [Secondary Figurative Language](#).

Clarification 3: See [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.7.V.1.1:](#)

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.

**Standard Relation to Course: Major**

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

[ELA.7.V.1.2:](#)

**Clarifications:**

Clarification 1: See [Common Greek and Latin Roots](#) 6-8 and [Affixes](#).

**Standard Relation to Course: Major**

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.

[ELA.7.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.7.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

[ELD.K12.ELL.LA.1:](#)

**Standard Relation to Course: Supporting**

English language learners communicate for social and instructional purposes within the school setting.

[ELD.K12.ELL.SI.1:](#)

**Standard Relation to Course: Supporting**

Analyze media and political communications (bias, symbolism, propaganda).

[SS.7.C.2.11:](#)

**Clarifications:**

This benchmark is annually evaluated on the Civics End-of-Course Assessment. For more information on how this benchmark is evaluated view the Civics End-of-Course Assessment Test Item Specifications pages [44-45](#). Additional resources may be found on the [FLDOE End-of-Course \(EOC\) Assessments](#) webpage and the [FLDOE Social Studies](#) webpage.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Approximately one-third of the titles from the [7th Grade Sample Book List](#) should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001050

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 2 ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Data entry status - hidden

### Educator Certifications

There are more than 8 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17755>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.8.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.5:</a>	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.2.1:</a>	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b> 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 <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.5.1:</a>	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.5.2:</a>	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.1.1:</a>	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.1.2:</a>	<p>Analyze two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> 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;</p>

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.  
Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze how an author develops and individualizes the perspectives of different characters.

[ELA.8.R.1.3:](#)

**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.

**Standard Relation to Course: Major**

Analyze structure, sound, imagery, and figurative language in poetry.

[ELA.8.R.1.4:](#)

**Clarifications:**

Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, 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.

**Standard Relation to Course: Major**

Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

[ELA.8.R.2.1:](#)

**Standard Relation to Course: Major**

Analyze two or more central ideas and their development throughout a text.

[ELA.8.R.2.2:](#)

**Standard Relation to Course: Major**

Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.8.R.2.3:](#)

**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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

[ELA.8.R.2.4:](#)

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

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 \(Informal\)](#).

**Standard Relation to Course: Major**

Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

[ELA.8.R.3.1:](#)

**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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.8.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast the use or discussion of archetypes in texts.

[ELA.8.R.3.3:](#)

**Clarifications:**

Clarification 1: See [Archetypes](#).

**Standard Relation to Course: Major**

Explain how an author uses rhetorical devices to support or advance an appeal.

[ELA.8.R.3.4:](#)

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [8.R.3.1](#) with the addition of irony, rhetorical question, antithesis, and zeugma.

Clarification 2: See [Secondary Figurative Language](#).

Clarification 3: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

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.

**Standard Relation to Course: Major**

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

<a href="#">ELA.8.V.1.1:</a>	<p>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.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
<a href="#">ELA.8.V.1.2:</a>	<p><b>Clarifications:</b>  Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p> <p><b>Standard Relation to Course: Major</b></p> <p>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.</p>
<a href="#">ELA.8.V.1.3:</a>	<p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.8.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Cite evidence to explain and justify reasoning.</p>
<a href="#">ELA.K12.EE.1.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Read and comprehend grade-level complex texts proficiently.</p>
<a href="#">ELA.K12.EE.2.1:</a>	<p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.</p>
<a href="#">ELA.K12.EE.3.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p>
<a href="#">ELA.K12.EE.5.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p>
<a href="#">ELA.K12.EE.6.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p><b>Standard Relation to Course: Supporting</b></p>

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 8th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [8th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001070

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

## Educator Certifications

[Middle Grades English \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[English Speakers of Other Languages \(Elementary and Secondary Grades K-12\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

[Middle Grades English \(Middle Grades 5-9\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

[English \(Grades 6-12\) Plus English Speakers of Other Languages \(ESOL\) Endorsement](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17740>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.8.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.1.5:</a>	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.2.1:</a>	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b> 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 <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.5.1:</a>	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.C.5.2:</a>	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.1.1:</a>	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.8.R.1.2:</a>	<p>Analyze two or more themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: For the purposes of this benchmark, there 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;</p>

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.  
Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze how an author develops and individualizes the perspectives of different characters.

[ELA.8.R.1.3:](#)

**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.

**Standard Relation to Course: Major**

Analyze structure, sound, imagery, and figurative language in poetry.

[ELA.8.R.1.4:](#)

**Clarifications:**

Clarification 1: Structural elements for this benchmark are form, line length, white space, indentation, 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.

**Standard Relation to Course: Major**

Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.

[ELA.8.R.2.1:](#)

**Standard Relation to Course: Major**

Analyze two or more central ideas and their development throughout a text.

[ELA.8.R.2.2:](#)

**Standard Relation to Course: Major**

Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.8.R.2.3:](#)

**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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.

[ELA.8.R.2.4:](#)

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

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 \(Informal\)](#).

**Standard Relation to Course: Major**

Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).

[ELA.8.R.3.1:](#)

**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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.8.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast the use or discussion of archetypes in texts.

[ELA.8.R.3.3:](#)

**Clarifications:**

Clarification 1: See [Archetypes](#).

**Standard Relation to Course: Major**

Explain how an author uses rhetorical devices to support or advance an appeal.

[ELA.8.R.3.4:](#)

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [8.R.3.1](#) with the addition of irony, rhetorical question, antithesis, and zeugma.

Clarification 2: See [Secondary Figurative Language](#).

Clarification 3: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

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.

**Standard Relation to Course: Major**

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

<a href="#">ELA.8.V.1.1:</a>	<p>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.</p>
<b>Standard Relation to Course: Major</b>	
Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	
<a href="#">ELA.8.V.1.2:</a>	<p><b>Clarifications:</b>  Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p>
<b>Standard Relation to Course: Major</b>	
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.	
<a href="#">ELA.8.V.1.3:</a>	<p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.8.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
<b>Standard Relation to Course: Major</b>	
Cite evidence to explain and justify reasoning.	
<a href="#">ELA.K12.EE.1.1:</a>	<p><b>Clarifications:</b>  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.</p>
<b>Standard Relation to Course: Supporting</b>	
Read and comprehend grade-level complex texts proficiently.	
<a href="#">ELA.K12.EE.2.1:</a>	<p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
<b>Standard Relation to Course: Supporting</b>	
Make inferences to support comprehension.	
<a href="#">ELA.K12.EE.3.1:</a>	<p><b>Clarifications:</b>  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.</p>
<b>Standard Relation to Course: Supporting</b>	
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b>  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.</p>
<b>Standard Relation to Course: Supporting</b>	
Use the accepted rules governing a specific format to create quality work.	
<a href="#">ELA.K12.EE.5.1:</a>	<p><b>Clarifications:</b>  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.</p>
<b>Standard Relation to Course: Supporting</b>	
Use appropriate voice and tone when speaking or writing.	
<a href="#">ELA.K12.EE.6.1:</a>	<p><b>Clarifications:</b>  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.</p>
<b>Standard Relation to Course: Supporting</b>	
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<b>Standard Relation to Course: Supporting</b>	
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
<b>Standard Relation to Course: Supporting</b>	
<a href="#">SS.8.A.1.4:</a>	Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.
<b>Standard Relation to Course: Supporting</b>	

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [8th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001080

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** English >

**Abbreviated Title:** M/J LANG ARTS 3 ADV

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

**Course Status:** Data entry status - hidden

## Educator Certifications

[Middle Grades English \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

There are more than 7 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17756>



# M/J Journalism 1 (#1006000) 2021 - And Beyond

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**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.6.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            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.</p>
<a href="#">ELA.6.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p>
<a href="#">ELA.6.C.1.4:</a>	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p>
<a href="#">ELA.6.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
<a href="#">ELA.6.C.2.1:</a>	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><b>Clarifications:</b>            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 <a href="#">Secondary Oral Communication Rubric</a>.</p>
<a href="#">ELA.6.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
<a href="#">ELA.6.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><b>Clarifications:</b>            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.</p>
<a href="#">ELA.6.C.5.1:</a>	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>            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.</p>
<a href="#">ELA.6.C.5.2:</a>	<p>Use digital tools to produce writing.</p>
<a href="#">ELA.6.R.2.1:</a>	<p>Explain how individual text sections and/or features convey meaning in texts.</p>
<a href="#">ELA.6.R.2.2:</a>	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p><b>Clarifications:</b>            Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the</p>

	central idea(s) in a text.
<a href="#">ELA.6.R.2.3:</a>	Analyze authors' purpose(s) in multiple accounts of the same event or topic. Track the development of an argument, identifying the types of reasoning used.
<a href="#">ELA.6.R.2.4:</a>	<b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a> . 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 <a href="#">Fallacies in Reasoning (Informal)</a> .
<a href="#">ELA.6.R.3.1:</a>	Explain how figurative language contributes to tone and meaning in text(s). <b>Clarifications:</b> 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 <a href="#">Secondary Figurative Language</a> .
<a href="#">ELA.6.R.3.2:</a>	Paraphrase content from grade-level texts. <b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.
<a href="#">ELA.6.R.3.3:</a>	Compare and contrast how authors from different time periods address the same or related topics. <b>Clarifications:</b> Clarification 1: Texts for this benchmark should be selected from the following literary periods: <ul style="list-style-type: none"> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul>
<a href="#">ELA.6.R.3.4:</a>	Identify rhetorical appeals in a text. <b>Clarifications:</b> Clarification 1: Students will identify the appeals of logos, ethos, and pathos. Clarification 2: See <a href="#">Rhetorical Appeals</a> .
<a href="#">ELA.6.V.1.1:</a>	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> 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.
<a href="#">ELA.6.V.1.2:</a>	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a> .
<a href="#">ELA.6.V.1.3:</a>	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. <b>Clarifications:</b> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a> . Clarification 3: See <a href="#">ELA.6.R.3.1</a> and <a href="#">Secondary Figurative Language</a> .
<a href="#">ELA.K12.EE.1.1:</a>	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.2.1:</a>	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.
<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension. <b>Clarifications:</b> 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.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

<a href="#">ELA.K.12.EE.4.1:</a>	<p><b>Clarifications:</b>          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.</p>
<a href="#">ELA.K.12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          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.</p>
<a href="#">ELA.K.12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          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.</p>
<a href="#">ELD.K.12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K.12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and providing reports and choosing appropriate platforms/mediums of print, multimedia, online, and broadcast/radio
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media
- using fundamental research skills and networking formats collaboration amongst peers, especially during the drafting and practicing stages
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism

### GENERAL INFORMATION

**Course Number:** 1006000

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 6 to 8 Education  
 Courses > **Subject:** English/Language Arts >  
**SubSubject:** Media >  
**Abbreviated Title:** M/J JOURN 1  
**Course Length:** Year (Y)  
**Course Level:** 2

**Course Type:** Elective Course

**Course Status:** Data entry status - hidden

## Educator Certifications

[Journalism \(Grades 6-12\)](#)

[English \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17548>



# M/J Speech and Debate 1 (#1007000) 2021 - And Beyond

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">LAFS.6.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol>
<a href="#">LAFS.6.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Spell correctly.</li> </ol>
<a href="#">LAFS.6.L.2.3:</a>	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ol style="list-style-type: none"> <li>Vary sentence patterns for meaning, reader/listener interest, and style</li> <li>Maintain consistency in style and tone.</li> </ol>
<a href="#">LAFS.6.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.6.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., personification) in context.</li> <li>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</li> </ol>
<a href="#">LAFS.6.L.3.6:</a>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.6.RI.3.7:</a>	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<a href="#">LAFS.6.RI.3.8:</a>	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.RL.1.2:</a>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
<a href="#">LAFS.6.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
<a href="#">LAFS.6.SL.1.1:</a>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, <b>building on others' ideas and expressing their own clearly.</b> <ol style="list-style-type: none"> <li>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</li> <li>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</li> <li>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</li> </ol>
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.6.SL.2.5:</a>	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
<a href="#">LAFS.6.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> </ol>

<a href="#">LAFS.6.W.1.1:</a>	<p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>
<a href="#">LAFS.6.W.1.2:</a>	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>
<a href="#">LAFS.6.W.1.3:</a>	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
<a href="#">LAFS.6.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.6.W.2.5:</a>	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">LAFS.6.W.2.6:</a>	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
<a href="#">LAFS.6.W.3.7:</a>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<a href="#">LAFS.6.W.3.8:</a>	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<a href="#">LAFS.6.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").</p>
<a href="#">LAFS.6.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating different types of oral presentations and debate. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

The purpose of this course is to develop grade 6 students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech forms
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language arts
  - use of standard English
- using research & writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
  - collaboration amongst peers, especially during the drafting and practicing stages

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success.

The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

**GENERAL INFORMATION**

<b>Course Number:</b> 1007000	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Oral Communications >
	<b>Abbreviated Title:</b> M/J SPEECH-DEBATE 1
	<b>Course Length:</b> Year (Y)
<b>Course Type:</b> Elective Course	<b>Course Level:</b> 2
<b>Course Status:</b> Course Approved	

**Educator Certifications**

<a href="#">Speech (Grades 6-12)</a>
<a href="#">Middle Grades English (Middle Grades 5-9)</a>
<a href="#">English (Grades 6-12)</a>
<a href="#">Middle Grades Integrated Curriculum (Middle Grades 5-9)</a>
<a href="#">Social Science (Grades 5-9)</a>
<a href="#">Social Science (Grades 6-12)</a>

There are more than 295 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17784>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.7.C.1.3:</a>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p>
<a href="#">ELA.7.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p>
<a href="#">ELA.7.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
<a href="#">ELA.7.C.2.1:</a>	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><b>Clarifications:</b> Clarification 1: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
<a href="#">ELA.7.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
<a href="#">ELA.7.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b> 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.</p>
<a href="#">ELA.7.C.5.1:</a>	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p><b>Clarifications:</b> 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 presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
<a href="#">ELA.7.C.5.2:</a>	<p>Use digital tools to produce and share writing.</p>
<a href="#">ELA.7.R.2.2:</a>	<p>Compare two or more central ideas and their development throughout a text.</p>
<a href="#">ELA.7.R.2.3:</a>	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p>
<a href="#">ELA.7.R.2.3:</a>	<p><b>Clarifications:</b> Clarification 1: This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
<a href="#">ELA.7.R.2.4:</a>	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>. Clarification 2: Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See <a href="#">Fallacies in Reasoning (Informal)</a>.</p>
<a href="#">ELA.7.R.3.1:</a>	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><b>Clarifications:</b> 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.</p>

	Clarification 2: See <a href="#">Secondary Figurative Language</a> .
<a href="#">ELA.7.R.3.2:</a>	Paraphrase content from grade-level texts. <b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.
<a href="#">ELA.7.R.3.3:</a>	Compare and contrast how authors with differing perspectives address the same or related topics or themes. <b>Clarifications:</b> Clarification 1: The term perspective means "a particular attitude toward or way of regarding something."
<a href="#">ELA.7.R.3.4:</a>	Explain the meaning and/or significance of rhetorical devices in a text. <b>Clarifications:</b> Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">7.R.3.1</a> with the addition of irony and rhetorical questioning. Clarification 2: See <a href="#">Secondary Figurative Language</a> . Clarification 3: See <a href="#">Rhetorical Devices</a> .
<a href="#">ELA.7.V.1.1:</a>	Integrate academic vocabulary appropriate to grade level in speaking and writing. <b>Clarifications:</b> 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.
<a href="#">ELA.7.V.1.2:</a>	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. <b>Clarifications:</b> Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a> .
<a href="#">ELA.7.V.1.3:</a>	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. <b>Clarifications:</b> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a> . Clarification 3: See <a href="#">ELA.7.R.3.1</a> and <a href="#">Secondary Figurative Language</a> .
<a href="#">ELA.K12.EE.1.1:</a>	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.2.1:</a>	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.
<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.4.1:</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.5.1:</a>	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> 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.
	Use appropriate voice and tone when speaking or writing.

<a href="#">ELA.K12.EE.6.1:</a>	<b>Clarifications:</b> 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.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop grade 7 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

#### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1007010

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** M/J SPEECH-DEBATE 2

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

### Educator Certifications

[Speech \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Social Science \(Grades 5-9\)](#)

[Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access

them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17546>



# M/J Speech and Debate 3 (#1007020) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.8.C.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p>
<a href="#">ELA.8.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p>
<a href="#">ELA.8.C.1.5:</a>	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>
<a href="#">ELA.8.C.2.1:</a>	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><b>Clarifications:</b> 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 <a href="#">Secondary Oral Communication Rubric</a>.</p>
<a href="#">ELA.8.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"><li>• Appropriately use passive and active voice.</li><li>• Use semicolons to form sentences.</li><li>• Use verbs with attention to voice and mood.</li></ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li></ul> <p>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
<a href="#">ELA.8.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><b>Clarifications:</b> 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.</p>
<a href="#">ELA.8.C.5.1:</a>	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p>
<a href="#">ELA.8.C.5.2:</a>	<p>Use a variety of digital tools to collaborate with others to produce writing.</p>
<a href="#">ELA.8.R.2.2:</a>	<p>Analyze two or more central ideas and their development throughout a text.</p>
<a href="#">ELA.8.R.2.3:</a>	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> 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 <a href="#">Secondary Figurative Language</a>. Clarification 4: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<a href="#">ELA.8.R.2.4:</a>	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p><b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>. 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 <a href="#">Fallacies in Reasoning (Informal)</a>.</p>
<a href="#">ELA.8.R.3.1:</a>	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><b>Clarifications:</b> 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.</p>

	Clarification 2: See <a href="#">Secondary Figurative Language</a> .
	Paraphrase content from grade-level texts.
<a href="#">ELA.8.R.3.2:</a>	<p><b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
	Compare and contrast the use or discussion of archetypes in texts.
<a href="#">ELA.8.R.3.3:</a>	<p><b>Clarifications:</b> Clarification 1: See <a href="#">Archetypes</a>.</p>
	Explain how an author uses rhetorical devices to support or advance an appeal.
<a href="#">ELA.8.R.3.4:</a>	<p><b>Clarifications:</b> Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">8.R.3.1</a> with the addition of irony, rhetorical question, antithesis, and zeugma. Clarification 2: See <a href="#">Secondary Figurative Language</a>. Clarification 3: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>. 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.</p>
	Integrate academic vocabulary appropriate to grade level in speaking and writing.
<a href="#">ELA.8.V.1.1:</a>	<p><b>Clarifications:</b> 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.</p>
	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
<a href="#">ELA.8.V.1.2:</a>	<p><b>Clarifications:</b> Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p>
	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.
<a href="#">ELA.8.V.1.3:</a>	<p><b>Clarifications:</b> Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary. Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. Clarification 3: See <a href="#">ELA.8.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
	Cite evidence to explain and justify reasoning.
<a href="#">ELA.K12.EE.1.1:</a>	<p><b>Clarifications:</b> 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.</p>
	Read and comprehend grade-level complex texts proficiently.
<a href="#">ELA.K12.EE.2.1:</a>	<p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
	Make inferences to support comprehension.
<a href="#">ELA.K12.EE.3.1:</a>	<p><b>Clarifications:</b> 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.</p>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b> 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.</p>
	Use the accepted rules governing a specific format to create quality work.
<a href="#">ELA.K12.EE.5.1:</a>	<p><b>Clarifications:</b> 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.</p>
	Use appropriate voice and tone when speaking or writing.

<a href="#">ELA.K12.EE.6.1:</a>	<b>Clarifications:</b> 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.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to develop grade 8 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

#### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1007020

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** English/Language Arts >

**SubSubject:** Oral Communications >

**Abbreviated Title:** M/J SPEECH-DEBATE 3

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

### Educator Certifications

[Speech \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

[English \(Grades 6-12\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Social Science \(Grades 5-9\)](#)

[Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access

them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17547>

# M/J Creative Writing (#1009025) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.6.C.1.2:</a>	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.            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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.4:</a>	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.1.5:</a>	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:           <ul style="list-style-type: none"> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> <li>• Use comparative and superlative forms of adjectives.</li> <li>• Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul>           Skills to be implemented but not yet mastered are as follows:           <ul style="list-style-type: none"> <li>• Appropriately use colons.</li> <li>• Appropriately use dangling modifiers.</li> <li>• Appropriately use ellipses.</li> <li>• Appropriately use hyphens.</li> <li>• Vary sentence structure.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.C.5.1:</a>	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.C.5.2:</a>	<p>Use digital tools to produce writing.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.6.R.1.2:</a>	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><b>Clarifications:</b>            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.            Clarification 3: Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.6.R.1.3:</a>	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Describe the impact of various poetic forms on meaning and style.</p>

[ELA.6.R.1.4:](#)

**Clarifications:**  
Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. See [Appendix B](#) for examples.

**Standard Relation to Course: Major**

Explain how figurative language contributes to tone and meaning in text(s).

[ELA.6.R.3.1:](#)

**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](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.6.R.3.2:](#)

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

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.6.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.

[ELA.6.V.1.2:](#)

**Clarifications:**  
Clarification 1: See [Common Greek and Latin Roots](#) 6-8 and [Affixes](#).

**Standard Relation to Course: Supporting**

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.

[ELA.6.V.1.3:](#)

**Clarifications:**  
Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  
Clarification 2: See [Context Clues](#) and [Word Relationships](#).  
Clarification 3: See [ELA.6.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Supporting**

Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.

[ELA.7.C.1.2:](#)

**Clarifications:**  
Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).  
Clarification 2: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

[ELA.7.R.1.1:](#)

Analyze the impact of setting on character development and plot in a literary text.

**Standard Relation to Course: Major**

Compare two or more themes and their development throughout a literary text.

[ELA.7.R.1.2:](#)

**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.  
Clarification 3: The themes being compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.

[ELA.7.R.1.3:](#)

**Clarifications:**  
Clarification 1: An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.  
Clarification 2: "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.

**Standard Relation to Course: Major**

Analyze the impact of various poetic forms on meaning and style.

[ELA.7.R.1.4:](#)

**Clarifications:**  
Clarification 1: Poetic forms used for this benchmark are sonnet and villanelle. See [Appendix B](#) for examples.  
Clarification 2: Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.

**Standard Relation to Course: Major**

[ELA.8.C.5.2:](#)

Use a variety of digital tools to collaborate with others to produce writing.

**Standard Relation to Course: Supporting**

Cite evidence to explain and justify reasoning.

<a href="#">ELA.K12.EE.1.1:</a>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to help students develop the skills for understanding and analyzing the art and craft of creative writing. Students will begin to develop critical editorial skills with regard to their own work and that of their peers. Students will read a variety of published stories, essays, and poems and learn how to apply the techniques of other writers to their writing while developing their own voice.

### GENERAL NOTES

The purpose of this course is to enable students to learn and use middle school writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

The content should include, but not be limited to, the following:

- a study of a variety of short literary collections, including poetry, one-act plays, the short story, and memoir to determine and practice
  - literary text craft and structure
  - use of figurative, denotative, and connotative language

- appropriate voice and/or tone
- story structure, poetic forms, and creative pacing techniques
- reciprocal nature of content and form
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - plays and multimedia productions
  - multi-genre and creative nonfiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English/Language Arts courses; reading and writing courses are intended to be used to supplement further study in English/Language Arts.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

<p><b>Course Number:</b> 1009025</p> <p><b>Course Type:</b> Elective Course</p> <p><b>Course Status:</b> Data entry status - hidden</p> <p><b>Grade Level(s):</b> 6,7,8</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education          Courses &gt; <b>Grade Group:</b> Grades 6 to 8 Education          Courses &gt; <b>Subject:</b> English/Language Arts &gt;  <b>SubSubject:</b> Writing &gt;  <b>Abbreviated Title:</b> M/J CREATIVE WRITING  <b>Course Length:</b> Semester (S)  <b>Course Level:</b> 2</p>
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## Educator Certifications

- [Journalism \(Grades 6-12\)](#)
- [English \(Grades 6-12\)](#)
- [Middle Grades English \(Middle Grades 5-9\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17759>



# Intensive Reading 1 (#1000412) 2021 - And Beyond (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

## Course Standards

For 9th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold if a student has not yet reached mastery.

Name	Description
<a href="#">ELA.612.F.2.1:</a>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"><li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li><li>Accurately segment single-syllable and multisyllabic words.</li></ol> <p><b>Clarifications:</b></p> <p>Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"><li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li><li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li></ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.2:</a>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"><li>Use an array of strategies to decode single-syllable and multisyllabic words.</li><li>Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li></ol> <p><b>Clarifications:</b></p> <p>Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.3:</a>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"><li>Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li></ol> <p><b>Clarifications:</b></p> <p>Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"><li>The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li><li>The process of adding single units of sound with meaning to existing word parts to encode a given word.</li></ol> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.612.F.2.4:</a>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.</p> <p>Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.</p> <p>Clarification 3: Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.2:</a>	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.3:</a>	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>

Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.

[ELA.9.C.2.1:](#)

**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. A clear perspective is the through-line that unites the elements of the presentation.  
Clarification 2: For further guidance, see the [Secondary Oral Communication Rubric](#).

**Standard Relation to Course: Major**

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

[ELA.9.C.3.1:](#)

**Clarifications:**

Clarification 1: 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.
- Use knowledge of usage rules to create flow in writing and presenting.

Clarification 2: See [Convention Progression by Grade Level](#).

**Standard Relation to Course: Supporting**

Create digital presentations with coherent ideas and a clear perspective.

[ELA.9.C.5.1:](#)

**Clarifications:**

Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.

**Standard Relation to Course: Major**

Explain how key elements enhance or add layers of meaning and/or style in a literary text.

[ELA.9.R.1.1:](#)

**Clarifications:**

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  
Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze universal themes and their development throughout a literary text.

[ELA.9.R.1.2:](#)

**Clarifications:**

Clarification 1: 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.  
Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

[ELA.9.R.1.3:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Devices](#) for more information on irony.

**Standard Relation to Course: Major**

Analyze the characters, structures, and themes of epic poetry.

[ELA.9.R.1.4:](#)

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

[ELA.9.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  
Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate the support an author uses to develop the central idea(s) throughout a text.

[ELA.9.R.2.2:](#)

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  
Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.9.R.2.3:](#)

**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](#).  
Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

[ELA.9.R.2.4:](#)

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Explain how figurative language creates mood in text(s).

[ELA.9.R.3.1:](#)

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.9.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

[ELA.9.R.3.3:](#)

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Explain an author's use of rhetoric in a text.

[ELA.9.R.3.4:](#)

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

Clarification 2: See [Secondary Figurative Language](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Supporting**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.9.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.9.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.9.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.9.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

**Clarifications:**

<a href="#">ELA.K12.EE.3.1:</a>	<p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>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.</p> <p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

### GENERAL INFORMATION

**Course Number:** 1000412

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

**Abbreviated Title:** Intens Read 1

**Number of Credits:** Multiple Credit (more than 1 credit)

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 9

**Graduation Requirement:** Electives

## Educator Certifications

[Reading \(Elementary and Secondary Grades K-12\)](#)

[English \(Grades 6-12\)](#) Plus [Reading Endorsement](#)

[Reading Endorsement](#) Plus [Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17751](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17751)



# Intensive Reading 2 (#1000414) 2021 - And Beyond (current)

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## Course Standards

For 10th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.10.C.4.1:</a>	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> 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.</p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
<a href="#">ELA.10.R.1.2:</a>	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: 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. Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.</p>
<a href="#">ELA.10.R.1.3:</a>	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p>
<a href="#">ELA.10.R.2.1:</a>	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
<a href="#">ELA.10.R.2.2:</a>	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<a href="#">ELA.10.R.2.3:</a>	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p>
<a href="#">ELA.10.R.2.4:</a>	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p>
<a href="#">ELA.10.R.3.1:</a>	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b> 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: See <a href="#">Secondary Figurative Language</a>.</p>
<a href="#">ELA.10.R.3.2:</a>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>

<a href="#">ELA.10.R.3.3:</a>	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b>  Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p>
<a href="#">ELA.10.R.3.4:</a>	<p>Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b>  Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.  Clarification 3: See <a href="#">Secondary Figurative Language</a>.  Clarification 4: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<a href="#">ELA.10.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
<a href="#">ELA.10.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.10.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
<a href="#">ELA.612.F.2.1:</a>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  Clarification 1: Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.</p> <ol style="list-style-type: none"> <li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol>
<a href="#">ELA.612.F.2.2:</a>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ol> <p><b>Clarifications:</b>  Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
<a href="#">ELA.612.F.2.3:</a>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.</p> <ol style="list-style-type: none"> <li>The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ol>
<a href="#">ELA.612.F.2.4:</a>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  Clarification 1: See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.  Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.  Clarification 3: Grade-level texts, for the purposes of fluency, are those <a href="#">within the grade band on quantitative text complexity measures</a> and appropriate in content and qualitative measures.</p>
<a href="#">ELA.7.V.1.2:</a>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p>
<a href="#">ELA.8.V.1.2:</a>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: See <a href="#">Common Greek and Latin Roots</a> 6-8 and <a href="#">Affixes</a>.</p>
	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>

<a href="#">ELA.9.V.1.1:</a>	<p><b>Clarifications:</b>  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.</p>
<a href="#">ELA.9.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
<a href="#">ELA.9.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.</p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  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.</p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  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.</p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p>
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is

individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## GENERAL INFORMATION

**Course Number:** 1000414

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

**Abbreviated Title:** INTENS READ 2

**Number of Credits:** One (1) credit

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 10

**Graduation Requirement:** Electives

## Educator Certifications

[Reading \(Elementary and Secondary Grades K-12\)](#)

[English \(Grades 6-12\)](#) Plus [Reading Endorsement](#)

[Reading Endorsement](#) Plus [Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17757](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17757)



# Intensive Reading 3 (#1000416) 2021 - And Beyond (current)

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## Course Standards

For 11th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.10.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>            Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.            Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
<a href="#">ELA.11.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p>
<a href="#">ELA.11.C.1.3:</a>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.            Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate.            Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p>
<a href="#">ELA.11.C.1.4:</a>	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p>
<a href="#">ELA.11.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>            Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it.            Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
<a href="#">ELA.11.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:  <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
<a href="#">ELA.11.C.4.1:</a>	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>            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.</p>
<a href="#">ELA.11.R.1.1:</a>	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>            Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.            Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)            Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b></p>

<a href="#">ELA.11.R.1.2:</a>	Clarification 1: 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.
<a href="#">ELA.11.R.1.3:</a>	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."</p>
<a href="#">ELA.11.R.1.4:</a>	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p>Clarification 2: For more information, see <a href="#">Literary Periods</a>.</p>
<a href="#">ELA.11.R.2.1:</a>	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
<a href="#">ELA.11.R.2.2:</a>	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  Clarification 1: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<a href="#">ELA.11.R.2.3:</a>	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
<a href="#">ELA.11.R.2.4:</a>	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  Clarification 1: Validity refers to the soundness of the arguments.  Clarification 2: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
<a href="#">ELA.11.R.3.1:</a>	<p>Analyze the author's use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  Clarification 1: Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p>Clarification 2: 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 3: See <a href="#">Secondary Figurative Language</a>.</p>
<a href="#">ELA.11.R.3.2:</a>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
<a href="#">ELA.11.R.3.3:</a>	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul>

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Evaluate an author's use of rhetoric in text.

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

[ELA.11.R.3.4:](#)

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

[ELA.11.V.1.2:](#)

Demonstrate an understanding of spoken words, syllables, and sounds.

- a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
- b. Accurately segment single-syllable and multisyllabic words.

**Clarifications:**

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

- a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

[ELA.612.F.2.1:](#)

Know and apply phonics and word analysis skills in decoding words.

- a. Use an array of strategies to decode single-syllable and multisyllabic words.
- b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

[ELA.612.F.2.2:](#)

**Clarifications:**

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

Know and apply phonics and word analysis skills in encoding words.

- a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

[ELA.612.F.2.3:](#)

**Clarifications:**

Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

**Clarifications:**

Clarification 1: See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See [Sample Oral Reading Fluency Rubrics](#) for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.

[ELA.612.F.2.4:](#)

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 6-8](#) and [Affixes](#).

[ELA.8.V.1.2:](#)

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

[ELA.9.V.1.2:](#)

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.

[ELA.K12.EE.1.1:](#)

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.
<a href="#">ELA.K12.EE.2.1:</a>	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.
<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.4.1:</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.5.1:</a>	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.6.1:</a>	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> 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.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### GENERAL NOTES

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## GENERAL INFORMATION

**Course Number:** 1000416

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial >

**Abbreviated Title:** INTENS READ 3

**Number of Credits:** One (1) credit

**Course Length:** Multiple (M) - Course length can vary

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 11

**Graduation Requirement:** Electives

## Educator Certifications

[Reading \(Elementary and Secondary Grades K-12\)](#)

[English \(Grades 6-12\) Plus Reading Endorsement](#)

[Reading Endorsement Plus Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17773](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17773)



# Intensive Reading 4 (#1000418) 2021 - And Beyond (current)

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## Course Standards

For 12th grade reading standards, teachers may need to go to the benchmark of an earlier grade as a scaffold where a student has not yet reached mastery.

Name	Description
<a href="#">ELA.12.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.3:</a>	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.4:</a>	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using <a href="#">rhetorical devices</a> as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.4.1:</a>	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.1.1:</a>	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice. Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the</p>

<a href="#">ELA.12.R.1.2:</a>	<p>author's message. Clarification 2: The themes being analyzed may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.1.3:</a>	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.1.4:</a>	<p>Evaluate works of major poets in their historical context.</p> <p><b>Clarifications:</b> Sample poets for this benchmark include:</p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phyllis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p>Clarification 1: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent. Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work. Clarification 3: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.2.1:</a>	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.2.2:</a>	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.2.3:</a>	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.2.4:</a>	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> <p><b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>. Clarification 2: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>. Clarification 3: Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.3.1:</a>	<p>Evaluate an author's use of figurative language.</p> <p><b>Clarifications:</b> Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.3.2:</a>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.3.3:</a>	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><b>Clarifications:</b> Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p>Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>

**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

[ELA.12.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.12.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

[ELA.12.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Clarification 3: See [Foreign Words and Phrases](#) for a list of commonly used foreign phrases.

**Standard Relation to Course: Major**

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.

[ELA.12.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.12.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Demonstrate an understanding of spoken words, syllables, and sounds.

- a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
- b. Accurately segment single-syllable and multisyllabic words.

[ELA.612.F.2.1:](#)

**Clarifications:**

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

- a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.
- b. Orally break cat into c-a-t/ orally break trouser into trou-ser.

**Standard Relation to Course: Major**

Know and apply phonics and word analysis skills in decoding words.

- a. Use an array of strategies to decode single-syllable and multisyllabic words.
- b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.

[ELA.612.F.2.2:](#)

**Clarifications:**

Clarification 1: Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.

**Standard Relation to Course: Major**

Know and apply phonics and word analysis skills in encoding words.

- a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.

[ELA.612.F.2.3:](#)

**Clarifications:**

Clarification 1: Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.

- a. The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.
- b. The process of adding single units of sound with meaning to existing word parts to encode a given word.

**Standard Relation to Course: Major**

Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

[ELA.612.F.2.4:](#)

**Clarifications:**

Clarification 1: See [Fluency Norms](#) for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.

Clarification 2: Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See

[Sample Oral Reading Fluency Rubrics](#) for prosody.

Clarification 3: Grade-level texts, for the purposes of fluency, are those [within the grade band on quantitative text complexity measures](#) and appropriate in content and qualitative measures.

**Standard Relation to Course: Major**

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.

[ELA.K.12.EE.1.1:](#)

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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K.12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K.12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K.12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K.12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K.12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

[ELD.K.12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

[ELD.K.12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.

Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## GENERAL NOTES

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Interventions must be evidence-based and correspond to either the district K-12 Evidence-based Comprehensive Reading plan or the reading plan within a school's charter.

## GENERAL INFORMATION

<b>Course Number:</b> 1000418	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Remedial >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> INTENS READ 4
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Multiple (M) - Course length can vary
<b>Course Status:</b> Data entry status - hidden	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 12	
<b>Graduation Requirement:</b> Electives	

## Educator Certifications

[English \(Grades 6-12\) Plus Reading Endorsement](#)  
[Reading \(Elementary and Secondary Grades K-12\)](#)  
[Reading Endorsement Plus Social Science \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17774](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17774)



# English 1 (#1001310) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.9.C.1.2:</a>	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.3:</a>	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.5.1:</a>	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.5.2:</a>	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.1:</a>	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze universal themes and their development throughout a literary text.</p>

[ELA.9.R.1.2:](#)

**Clarifications:**

Clarification 1: 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.  
Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

[ELA.9.R.1.3:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Devices](#) for more information on irony.

**Standard Relation to Course: Major**

Analyze the characters, structures, and themes of epic poetry.

[ELA.9.R.1.4:](#)

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

[ELA.9.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate the support an author uses to develop the central idea(s) throughout a text.

[ELA.9.R.2.2:](#)

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.9.R.2.3:](#)

**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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

[ELA.9.R.2.4:](#)

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Explain how figurative language creates mood in text(s).

[ELA.9.R.3.1:](#)

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.9.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

[ELA.9.R.3.3:](#)

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Explain an author's use of rhetoric in a text.

[ELA.9.R.3.4:](#)

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

Clarification 2: See [Secondary Figurative Language](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

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

<a href="#">ELA.9.V.1.1:</a>	<p>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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [9th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001310

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

**Abbreviated Title:** ENG 1

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

[English \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

## Equivalent Courses

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17741>



# English Honors 1 (#1001320) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.9.C.1.2:</a>	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.3:</a>	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.4.1:</a>	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.5.1:</a>	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.5.2:</a>	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.1:</a>	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze universal themes and their development throughout a literary text.</p>

[ELA.9.R.1.2:](#)

**Clarifications:**

Clarification 1: 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.  
Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

[ELA.9.R.1.3:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Devices](#) for more information on irony.

**Standard Relation to Course: Major**

Analyze the characters, structures, and themes of epic poetry.

[ELA.9.R.1.4:](#)

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.

[ELA.9.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate the support an author uses to develop the central idea(s) throughout a text.

[ELA.9.R.2.2:](#)

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

[ELA.9.R.2.3:](#)

**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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.

[ELA.9.R.2.4:](#)

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Explain how figurative language creates mood in text(s).

[ELA.9.R.3.1:](#)

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.9.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

[ELA.9.R.3.3:](#)

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Explain an author's use of rhetoric in a text.

[ELA.9.R.3.4:](#)

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.

Clarification 2: See [Secondary Figurative Language](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

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

[ELA.9.V.1.1:](#)

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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.9.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  
Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.9.V.1.3:](#)

**Clarifications:**

Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  
Clarification 2: See [Context Clues](#) and [Word Relationships](#).  
Clarification 3: See [ELA.9.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

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.

[ELA.K12.EE.1.1:](#)

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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

Classify styles, forms, types, and genres within art forms.

[SS.912.H.2.2:](#)

**Clarifications:**

Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Approximately one-third of the titles from the [9th Grade Sample Book List](#) should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001320

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 1

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

[English \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

## Equivalent Courses

[1001415-Pre-Advanced Placement English 1](#)

Equivalency start year: 2018

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17744>



# English 2 (#1001340) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.C.1.2:</a>	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.3:</a>	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: The tone should be both formal and objective, relying more on argument and <a href="#">rhetorical appeals</a> rather than on propaganda techniques. Use <a href="#">narrative techniques</a> to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:  <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul>           Skills to be implemented but not yet mastered are as follows:  <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.4.1:</a>	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.5.1:</a>	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.5.2:</a>	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze and compare universal themes and their development throughout a literary text.

**Clarifications:**

Clarification 1: 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.

Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze the impact of multiple text structures and the use of features in text(s).

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Analyze the central idea(s) of historical American speeches and essays.

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Analyze how figurative language creates mood in text(s).

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

Analyze how mythical, classical, or religious texts have been adapted.

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Analyze an author's use of rhetoric in a text.

**Clarifications:**

Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.10.R.1.2:](#)

[ELA.10.R.1.3:](#)

[ELA.10.R.1.4:](#)

[ELA.10.R.2.1:](#)

[ELA.10.R.2.2:](#)

[ELA.10.R.2.3:](#)

[ELA.10.R.2.4:](#)

[ELA.10.R.3.1:](#)

[ELA.10.R.3.2:](#)

[ELA.10.R.3.3:](#)

[ELA.10.R.3.4:](#)

<a href="#">ELA.10.V.1.1:</a>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.10.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

# General Course Information and Notes

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/1a.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [10th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001340

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

**Abbreviated Title:** ENG 2

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17752>



# English Honors 2 (#1001350) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.C.1.2:</a>	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.3:</a>	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: The tone should be both formal and objective, relying more on argument and <a href="#">rhetorical appeals</a> rather than on propaganda techniques. Use <a href="#">narrative techniques</a> to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li></ul>Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.4.1:</a>	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.5.1:</a>	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.5.2:</a>	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze and compare universal themes and their development throughout a literary text.

**Clarifications:**

Clarification 1: 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.

Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Clarifications:**

Clarification 1: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze the impact of multiple text structures and the use of features in text(s).

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Analyze the central idea(s) of historical American speeches and essays.

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Analyze how figurative language creates mood in text(s).

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

Analyze how mythical, classical, or religious texts have been adapted.

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Analyze an author's use of rhetoric in a text.

**Clarifications:**

Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.10.R.1.2:](#)

[ELA.10.R.1.3:](#)

[ELA.10.R.1.4:](#)

[ELA.10.R.2.1:](#)

[ELA.10.R.2.2:](#)

[ELA.10.R.2.3:](#)

[ELA.10.R.2.4:](#)

[ELA.10.R.3.1:](#)

[ELA.10.R.3.2:](#)

[ELA.10.R.3.3:](#)

[ELA.10.R.3.4:](#)

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.10.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.10.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.10.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.10.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate voice and tone when speaking or writing.

[ELA.K12.EE.6.1:](#)

**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.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.LA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

**Standard Relation to Course: Supporting**

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

**Standard Relation to Course: Supporting**

Classify styles, forms, types, and genres within art forms.

**Clarifications:**

Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001350

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Number of Credits:** One (1) credit

**Abbreviated Title:** ENG HON 2

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

**Course Level:** 3

Course Status: Data entry status - hidden

Graduation Requirement: English

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17753>



# English 3 (#1001370) 2022 - And Beyond

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You are not viewing the current course, please click the current year's tab.

## Course Standards

Name	Description
<a href="#">ELA.11.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.3:</a>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate. Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.4:</a>	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.4.1:</a>	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.5.1:</a>	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.5.2:</a>	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

[ELA.11.R.1.1:](#)

Layer 1) the literal level, what the words actually mean  
Layer 2) mood, those feelings that are evoked in the reader  
Layer 3) tone, the author's attitude  
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

[ELA.11.R.1.2:](#)

**Clarifications:**

Clarification 1: 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.

**Standard Relation to Course: Major**

Analyze the author's choices in using juxtaposition to define character perspective.

[ELA.11.R.1.3:](#)

**Clarifications:**

Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  
Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

[ELA.11.R.1.4:](#)

**Clarifications:**

Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- 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)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts.

[ELA.11.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  
Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Analyze the central idea(s) of speeches and essays from the Classical Period.

[ELA.11.R.2.2:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

[ELA.11.R.2.3:](#)

**Standard Relation to Course: Major**

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

[ELA.11.R.2.4:](#)

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.  
Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Analyze the author's use of figurative language and explain examples of allegory.

[ELA.11.R.3.1:](#)

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: 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 3: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.11.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

[ELA.11.R.3.3:](#)

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

[ELA.11.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.11.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.11.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.11.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.11.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension.
	<p><b>Clarifications:</b> 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.</p>
	<b>Standard Relation to Course: Supporting</b>
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b> 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.</p>
	<b>Standard Relation to Course: Supporting</b>
	Use the accepted rules governing a specific format to create quality work.
<a href="#">ELA.K12.EE.5.1:</a>	<p><b>Clarifications:</b> 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.</p>
	<b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing.
<a href="#">ELA.K12.EE.6.1:</a>	<p><b>Clarifications:</b> 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.</p>
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [11th Grade Sample Book List](#) should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001370

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

### Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17742>



# English Honors 3 (#1001380) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.11.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.3:</a>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate. Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.4:</a>	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.4.1:</a>	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.5.1:</a>	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.5.2:</a>	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

[ELA.11.R.1.1:](#)

Layer 1) the literal level, what the words actually mean  
Layer 2) mood, those feelings that are evoked in the reader  
Layer 3) tone, the author's attitude  
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  
Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Track and analyze universal themes in literary texts from different times and places.

[ELA.11.R.1.2:](#)

**Clarifications:**

Clarification 1: 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.

**Standard Relation to Course: Major**

Analyze the author's choices in using juxtaposition to define character perspective.

[ELA.11.R.1.3:](#)

**Clarifications:**

Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  
Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

[ELA.11.R.1.4:](#)

**Clarifications:**

Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- 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)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts.

[ELA.11.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Analyze the central idea(s) of speeches and essays from the Classical Period.

[ELA.11.R.2.2:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.

[ELA.11.R.2.3:](#)

**Standard Relation to Course: Major**

Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.

[ELA.11.R.2.4:](#)

**Clarifications:**

Clarification 1: Validity refers to the soundness of the arguments.

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Analyze the author's use of figurative language and explain examples of allegory.

[ELA.11.R.3.1:](#)

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: 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 3: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.11.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

[ELA.11.R.3.3:](#)

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

[ELA.11.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.11.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.11.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.11.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.11.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

<a href="#">ELA.K.12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K.12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K.12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">SS.912.H.2.2:</a>	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

Approximately one-third of the titles from the [11th Grade Sample Book List](#) should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001380

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** English >

**Abbreviated Title:** ENG HON 3

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

### Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17745>



# English 4 (#1001400) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.12.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.3:</a>	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.4:</a>	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using <a href="#">rhetorical devices</a> as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.4.1:</a>	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.5.1:</a>	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.5.2:</a>	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean</p>

[ELA.12.R.1.1:](#) Layer 2) mood, those feelings that are evoked in the reader  
Layer 3) tone, the author's attitude  
Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

Analyze two or more themes and evaluate their development throughout a literary text.

[ELA.12.R.1.2:](#)

**Clarifications:**  
Clarification 1: For the purposes of this benchmark, there is not a one- or two-word topic, but a complete thought that communicates the author's message.  
Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Evaluate the development of character perspective, including conflicting perspectives.

[ELA.12.R.1.3:](#)

**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.

**Standard Relation to Course: Major**

Evaluate works of major poets in their historical context.

[ELA.12.R.1.4:](#)

**Clarifications:**  
Sample poets for this benchmark include:

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phyllis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

Clarification 1: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.  
Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.  
Clarification 3: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

[ELA.12.R.2.1:](#)

**Clarifications:**  
Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  
Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

[ELA.12.R.2.2:](#)

**Standard Relation to Course: Major**

Evaluate an author's choices in establishing and achieving purpose(s).

[ELA.12.R.2.3:](#)

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

[ELA.12.R.2.4:](#)

**Clarifications:**  
Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).  
Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).  
Clarification 3: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

[ELA.12.R.3.1:](#)

**Clarifications:**  
Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  
Clarification 2: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.12.R.3.2:](#)

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

**Standard Relation to Course: Major**

Analyze the influence of classic literature on contemporary world texts.

[ELA.12.R.3.3:](#)

**Clarifications:**

Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

[ELA.12.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.12.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

[ELA.12.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Clarification 3: See [Foreign Words and Phrases](#) for a list of commonly used foreign phrases.

**Standard Relation to Course: Major**

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.

[ELA.12.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.12.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

<p><a href="#">ELA.K12.EE.4.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>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.</p> <p>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.</p>
<p><a href="#">ELA.K12.EE.5.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>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.</p>
<p><a href="#">ELA.K12.EE.6.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>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.</p>
<p><a href="#">ELD.K12.ELL.LA.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

## GENERAL INFORMATION

<b>Course Number:</b> 1001400	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 4
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Data entry status - hidden	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
<b>Graduation Requirement:</b> English	<b>Course Level:</b> 2

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17743>



# English Honors 4 (#1001410) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.12.C.1.2:</a>	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.3:</a>	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.4:</a>	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using <a href="#">rhetorical devices</a> as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.4.1:</a>	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.5.1:</a>	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.C.5.2:</a>	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.12.R.1.1:</a>	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

Clarification 4: Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

Analyze two or more themes and evaluate their development throughout a literary text.

[ELA.12.R.1.2:](#)

**Clarifications:**

Clarification 1: For the purposes of this benchmark, there is not a one- or two-word topic, but a complete thought that communicates the author's message.

Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

Evaluate the development of character perspective, including conflicting perspectives.

[ELA.12.R.1.3:](#)

**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.

**Standard Relation to Course: Major**

Evaluate works of major poets in their historical context.

[ELA.12.R.1.4:](#)

**Clarifications:**

Sample poets for this benchmark include:

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phyllis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

Clarification 1: A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

Clarification 2: Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

Clarification 3: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

[ELA.12.R.2.1:](#)

**Clarifications:**

Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

[ELA.12.R.2.2:](#)

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

[ELA.12.R.2.3:](#)

Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

[ELA.12.R.2.4:](#)

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

Clarification 1: For more information on types of reasoning, see [Types of Logical Reasoning](#).

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

Clarification 3: Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

[ELA.12.R.3.1:](#)

**Clarifications:**

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

Clarification 2: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.12.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Analyze the influence of classic literature on contemporary world texts.

**Clarifications:**

Clarification 1: Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)

[ELA.12.R.3.3:](#)

- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.

**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

[ELA.12.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.12.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.

[ELA.12.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

Clarification 3: See [Foreign Words and Phrases](#) for a list of commonly used foreign phrases.

**Standard Relation to Course: Major**

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.

[ELA.12.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.12.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

**Clarifications:**

<a href="#">ELA.K.12.EE.4.1:</a>	<p>In kindergarten, students learn to listen to one another respectfully.  <b>In grades 1-2, students build upon these skills by justifying what they are thinking.</b> For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K.12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K.12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">SS.912.H.2.2:</a>	<p>Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b>  Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### GENERAL NOTES

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>.

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

Approximately one-third of the titles from the [12th Grade Sample Book List](#) should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001410

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

**Course Path: Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult

Education Courses > **Subject:** English/Language Arts

> **SubSubject:** English >

**Abbreviated Title:** ENG HON 4

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17746>



# Semantics and Logic Honors (#1004300) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.11.C.1.3:</a>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate. Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p>
<a href="#">ELA.11.C.1.4:</a>	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p>
<a href="#">ELA.11.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>
<a href="#">ELA.11.C.2.1:</a>	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
<a href="#">ELA.11.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
<a href="#">ELA.11.C.4.1:</a>	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> 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.</p>
<a href="#">ELA.11.C.5.1:</a>	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> Clarification 1: At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p>
<a href="#">ELA.11.C.5.2:</a>	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p>
<a href="#">ELA.11.R.2.1:</a>	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
<a href="#">ELA.11.R.2.2:</a>	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<a href="#">ELA.11.R.2.3:</a>	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
<a href="#">ELA.11.R.2.4:</a>	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments. Clarification 2: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: 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 3: See [Secondary Figurative Language](#).

[ELA.11.R.3.1:](#)

Paraphrase content from grade-level texts.

**Clarifications:**

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

[ELA.11.R.3.2:](#)

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

[ELA.11.R.3.3:](#)

Evaluate an author's use of rhetoric in text.

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

[ELA.11.R.3.4:](#)

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.

[ELA.11.V.1.1:](#)

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

[ELA.11.V.1.2:](#)

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](#) and [Word Relationships](#).

Clarification 3: See [ELA.11.R.3.1](#) and [Secondary Figurative Language](#).

[ELA.11.V.1.3:](#)

Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

**Clarifications:**

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

[ELA.12.C.1.2:](#)

Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

**Clarifications:**

Clarification 1: See [Writing Types](#) and [Elaborative Techniques](#).

Clarification 2: These written works will take longer and are meant to reflect thorough research and analysis.

[ELA.12.C.1.3:](#)

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

[ELA.12.R.2.2:](#)

<a href="#">ELA.12.R.2.3:</a>	Evaluate an author's choices in establishing and achieving purpose(s). Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
<a href="#">ELA.12.R.2.4:</a>	<b>Clarifications:</b> Clarification 1: For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a> . Clarification 2: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a> . Clarification 3: Validity refers to the soundness of the arguments.
<a href="#">ELA.12.R.3.1:</a>	Evaluate an author's use of figurative language. <b>Clarifications:</b> Clarification 1: Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. Clarification 2: See <a href="#">Secondary Figurative Language</a> .
<a href="#">ELA.12.R.3.4:</a>	Evaluate rhetorical choices across multiple texts. <b>Clarifications:</b> Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts. Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. Clarification 3: See <a href="#">Secondary Figurative Language</a> . Clarification 4: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a> .
<a href="#">ELA.K12.EE.1.1:</a>	Cite evidence to explain and justify reasoning. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.2.1:</a>	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.
<a href="#">ELA.K12.EE.3.1:</a>	Make inferences to support comprehension. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.4.1:</a>	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.5.1:</a>	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> 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.
<a href="#">ELA.K12.EE.6.1:</a>	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> 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.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
  - semantic concepts of text and changes across literary periods
  - arguments and claims supported by textual evidence, including logical fallacies
  - power and impact of language
  - inductive and deductive reasoning
  - critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 1004300

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

**Course Status:** Data entry status - hidden

**Course Path:** **Section:** Grades PreK to 12 Education

Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** English/Language Arts  
> **SubSubject:** Language and Logic >

**Abbreviated Title:** SEMANTICS - LOGIC HON

**Course Length:** Semester (S)

**Course Attributes:**

- Honors

**Course Level:** 3

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17545>



# World Literature (#1005300) 2021 - And Beyond

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">ELA.9.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows:  <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> Clarification 2: See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.1:</a>	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred) Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.2:</a>	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: 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. Clarification 2: The themes being analyzed may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.3:</a>	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Rhetorical Devices</a> for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.1.4:</a>	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.3.1:</a>	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b> 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: See <a href="#">Secondary Figurative Language</a>.</p>

	<p><b>Standard Relation to Course: Major</b></p> <p>Paraphrase content from grade-level texts.</p>
<a href="#">ELA.9.R.3.2:</a>	<p><b>Clarifications:</b></p> <p>Clarification 1: Most grade-level texts are appropriate for this benchmark.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p>
<a href="#">ELA.9.R.3.3:</a>	<p><b>Clarifications:</b></p> <p>Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>Explain an author's use of rhetoric in a text.</p>
<a href="#">ELA.9.R.3.4:</a>	<p><b>Clarifications:</b></p> <p>Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.</p> <p>Clarification 2: See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>
<a href="#">ELA.9.V.1.1:</a>	<p><b>Clarifications:</b></p> <p>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.</p> <p>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.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p>
<a href="#">ELA.9.V.1.2:</a>	<p><b>Clarifications:</b></p> <p>Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p>Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>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.</p>
<a href="#">ELA.9.V.1.3:</a>	<p><b>Clarifications:</b></p> <p>Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p>Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.</p> <p>Clarification 3: See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
	<p><b>Standard Relation to Course: Major</b></p> <p>Cite evidence to explain and justify reasoning.</p>
<a href="#">ELA.K12.EE.1.1:</a>	<p><b>Clarifications:</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
	<p><b>Standard Relation to Course: Supporting</b></p> <p>Read and comprehend grade-level complex texts proficiently.</p>
<a href="#">ELA.K12.EE.2.1:</a>	<p><b>Clarifications:</b></p> <p>See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
	<p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.</p>
<a href="#">ELA.K12.EE.3.1:</a>	<p><b>Clarifications:</b></p> <p>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.</p>
	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>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.</p> <p>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.</p>

	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>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.</p>
<a href="#">ELA.K12.EE.5.1:</a>	
	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>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.</p>
<a href="#">ELA.K12.EE.6.1:</a>	
	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<a href="#">ELD.K12.ELL.LA.1:</a>	
	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>
<a href="#">ELD.K12.ELL.SI.1:</a>	

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments, themes, and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

One-third of the [9th Grade Sample Book List](#), or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English I.

### GENERAL INFORMATION

**Course Number:** 1005300

**Course Path: Section:** Grades PreK to 12 Education  
**Courses > Grade Group:** Grades 9 to 12 and Adult  
**Education Courses > Subject:** English/Language Arts

> **SubSubject:** Literature >

**Abbreviated Title:** WORLD LIT

**Course Length:** Year (Y)

**Course Level:** 2

**Number of Credits:** One (1) credit

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

## Educator Certifications

[English \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17764>



# American Literature (#1005310) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.C.1.4:</a>	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li></ul>Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.2:</a>	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: 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. Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.3:</a>	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.4:</a>	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p>

[ELA.10.R.3.1:](#)

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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.10.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Analyze how mythical, classical, or religious texts have been adapted.

[ELA.10.R.3.3:](#)

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Analyze an author's use of rhetoric in a text.

**Clarifications:**

Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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](#) and [Word Relationships](#).

Clarification 3: See [ELA.10.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

<a href="#">ELA.K12.EE.4.1:</a>	<p><b>Clarifications:</b>          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.</p> <p>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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of American literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative American literature, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied American literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse with process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### VERSION REQUIREMENTS

One-third of the [10th Grade Sample Book List](#), or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 2.

## GENERAL INFORMATION

**Course Number:** 1005310

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 9 to 12 and Adult  
Education Courses > **Subject:** English/Language Arts  
> **SubSubject:** Literature >

**Abbreviated Title:** AMER LIT

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Graduation Requirement:** English

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17765>

# Classical Literature (#1005340) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.11.C.1.3:</a>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.            Clarification 2: Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate.            Clarification 3: These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.1.4:</a>	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>            Clarification 1: See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>            Clarification 1: Skills to be mastered at this grade level are as follows:  <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul>           Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.R.1.1:</a>	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>            Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.            Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)            Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.R.1.2:</a>	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>            Clarification 1: 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.R.1.3:</a>	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>            Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.            Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.11.R.1.4:</a>	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>            Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.  <ul style="list-style-type: none"> <li>Classical Period (1200 BCE–455 CE)</li> <li>Medieval Period (455 CE–1485 CE)</li> <li>Renaissance Period (130–1600)</li> <li>Restoration and 18th Century (1660–1790) British Literature</li> <li>Colonial and Early National Period (1600–1830) American Literature</li> <li>Romantic Period (1790–1870)</li> </ul> </p>

- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze the central idea(s) of speeches and essays from the Classical Period.

[ELA.11.R.2.2:](#)

**Clarifications:**

Clarification 1: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze the author's use of figurative language and explain examples of allegory.

[ELA.11.R.3.1:](#)

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: 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 3: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.11.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

[ELA.11.R.3.3:](#)

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

[ELA.11.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.11.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.11.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

<p><a href="#">ELA.11.V.1.3:</a></p>	<p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.11.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b>  Cite evidence to explain and justify reasoning.</p>
<p><a href="#">ELA.K12.EE.1.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Read and comprehend grade-level complex texts proficiently.</p>
<p><a href="#">ELA.K12.EE.2.1:</a></p>	<p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b>  Make inferences to support comprehension.</p>
<p><a href="#">ELA.K12.EE.3.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<p><a href="#">ELA.K12.EE.4.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use the accepted rules governing a specific format to create quality work.</p>
<p><a href="#">ELA.K12.EE.5.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  Use appropriate voice and tone when speaking or writing.</p>
<p><a href="#">ELA.K12.EE.6.1:</a></p>	<p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
<p><a href="#">ELD.K12.ELL.LA.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate for social and instructional purposes within the school setting.</p>
<p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- active reading of Classical literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from the Classical literary period to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## VERSION REQUIREMENTS

One-third of the [11th Grade Sample Book List](#), or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 3.

## GENERAL INFORMATION

<b>Course Number:</b> 1005340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CLASS LIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Data entry status - hidden	<b>Course Level:</b> 2
<b>Graduation Requirement:</b> English	

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17766>



# Journalism 1 (#1006300) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<a href="#">LAFS.910.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
<a href="#">LAFS.910.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<a href="#">LAFS.910.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

<a href="#">LAFS.910.W.1.1:</a>	anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<a href="#">LAFS.910.W.1.2:</a>	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<a href="#">LAFS.910.W.1.3:</a>	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
<a href="#">VA.912.F.3.7:</a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills. Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
<a href="#">VA.912.F.3.8:</a>	<b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
<a href="#">VA.912.F.3.11:</a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

[Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

<b>Course Number:</b> 1006300	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 1
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Practical Arts	

## Educator Certifications

[English \(Grades 6-12\)](#)

[Journalism \(Grades 6-12\)](#)

[Middle Grades English \(Middle Grades 5-9\)](#)

There are more than 330 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17767>



# Journalism 2 (#1006310) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<a href="#">LAFS.910.L.1.2:</a>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
<a href="#">LAFS.910.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
<a href="#">LAFS.910.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<a href="#">LAFS.910.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.4.10:</a>	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

<a href="#">LAFS.910.W.1.1:</a>	anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<a href="#">LAFS.910.W.1.2:</a>	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
<a href="#">LAFS.910.W.1.3:</a>	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.7:</a>	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.W.3.9:</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">VA.912.F.3.4:</a>	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. <b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic
<a href="#">VA.912.F.3.7:</a>	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills. Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
<a href="#">VA.912.F.3.8:</a>	<b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers
<a href="#">VA.912.F.3.11:</a>	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
<a href="#">VA.912.F.3.12:</a>	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
<a href="#">VA.912.H.1.5:</a>	Investigate the use of technology and media design to reflect creative trends in visual culture.
<a href="#">VA.912.H.2.1:</a>	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## GENERAL NOTES

The content should include, but not be limited to, the following:

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

[Action=CMS\\_Document&DocID=139](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139). Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1006310

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Number of Credits:** One (1) credit

**Abbreviated Title:** JOURN 2

**Course Type:** Elective Course

**Course Length:** Year (Y)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

## Educator Certifications

[English \(Grades 6-12\)](#)

[Journalism \(Grades 6-12\)](#)

There are more than 330 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17768>



# Social Media 1 (#1006375) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.R.2.1:</a>	Analyze the impact of multiple text structures and the use of features in text(s). <b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix. <b>Standard Relation to Course: Major</b>
<a href="#">ELA.10.R.2.4:</a>	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. <b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments. <b>Standard Relation to Course: Major</b>
<a href="#">ELA.10.R.3.4:</a>	Analyze an author's use of rhetoric in a text. <b>Clarifications:</b> Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. Clarification 3: See <a href="#">Secondary Figurative Language</a> . Clarification 4: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a> . <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.1.3:</a>	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a> . <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.1.4:</a>	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task. <b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> . <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.1.5:</a>	Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness. <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.2.1:</a>	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a> . <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.3.1:</a>	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level. <b>Clarifications:</b> Clarification 1: Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul> Clarification 2: See <a href="#">Convention Progression by Grade Level</a> . <b>Standard Relation to Course: Major</b>
<a href="#">ELA.9.C.4.1:</a>	Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings. <b>Clarifications:</b> Clarification 1: There is no requirement that students research the additional questions generated. <b>Standard Relation to Course: Major</b>

<a href="#">ELA.9.C.5.1:</a>	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b> Clarification 1: The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.5.2:</a>	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.2.1:</a>	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b> Clarification 1: Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. Clarification 2: Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.2.2:</a>	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b> Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.2.3:</a>	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b> 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 <a href="#">Secondary Figurative Language</a>. Clarification 4: See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.2.4:</a>	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> Clarification 1: Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.3.2:</a>	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> Clarification 1: Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.R.3.4:</a>	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b> Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. Clarification 2: See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.1:</a>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time. Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> 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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>

<a href="#">ELA.K.12.EE.4.1:</a>	<p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K.12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>            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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">VA.912.C.1.5:</a>	<p>Analyze how visual information is developed in specific media to create a recorded visual image.</p> <p><b>Clarifications:</b>            e.g., four-dimensional media, motion or multi-media</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">VA.912.O.1.4:</a>	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">VA.912.S.1.2:</a>	<p>Investigate the use of technology and other resources to inspire art-making decisions.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELD.K12.ELL.LA.1:</a>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELD.K12.ELL.SI.1:</a>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">HE.912.C.2.2:</a>	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Clarifications:</b>            Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">HE.912.C.2.5:</a>	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b>            Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To

access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 1006375

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** SOCIAL MEDIA 1

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 7 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17758>



# Speech 1 (#1007305) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
<a href="#">LAFS.910.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ul style="list-style-type: none"> <li>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ul>
<a href="#">LAFS.910.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.2.6:</a>	<b>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b>
<a href="#">LAFS.910.RI.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#">LAFS.910.SL.1.1:</a>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ul>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
<a href="#">LAFS.910.SL.1.3:</a>	<b>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</b>
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.W.1.2:</a>	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and <b>examples appropriate to the audience's knowledge of the topic.</b></li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>

<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- learning and practicing a variety of speech formats
- learning and demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- collaboration amongst peers, especially during the drafting and practicing stages

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1007305

**Course Path:** Section: Grades PreK to 12 Education  
 Courses > **Grade Group:** Grades 9 to 12 and Adult  
 Education Courses > **Subject:** English/Language Arts  
 > **SubSubject:** Oral Communications >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** SPEECH 1

**Course Type:** Core Academic Course

**Course Length:** Semester (S)

**Course Status:** Course Approved

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

### Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 287 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17747>



# Debate 1 (#1007330) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">LAFS.910.L.1.1:</a>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
<a href="#">LAFS.910.L.2.3:</a>	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
<a href="#">LAFS.910.L.3.4:</a>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
<a href="#">LAFS.910.L.3.5:</a>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
<a href="#">LAFS.910.L.3.6:</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">LAFS.910.RI.1.1:</a>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<a href="#">LAFS.910.RI.1.2:</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RI.1.3:</a>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<a href="#">LAFS.910.RI.2.4:</a>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<a href="#">LAFS.910.RI.2.5:</a>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<a href="#">LAFS.910.RI.2.6:</a>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<a href="#">LAFS.910.RI.3.8:</a>	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
<a href="#">LAFS.910.RL.1.2:</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">LAFS.910.RL.2.4:</a>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<a href="#">LAFS.910.SL.1.1:</a>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
<a href="#">LAFS.910.SL.1.2:</a>	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

<a href="#">LAFS.910.SL.1.3:</a>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">LAFS.910.SL.2.4:</a>	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<a href="#">LAFS.910.SL.2.5:</a>	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<a href="#">LAFS.910.SL.2.6:</a>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
<a href="#">LAFS.910.W.1.1:</a>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
<a href="#">LAFS.910.W.1.2:</a>	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
<a href="#">LAFS.910.W.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<a href="#">LAFS.910.W.2.5:</a>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<a href="#">LAFS.910.W.2.6:</a>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<a href="#">LAFS.910.W.3.8:</a>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<a href="#">LAFS.910.W.3.9:</a>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
<a href="#">LAFS.910.W.4.10:</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence

- assessing the validity of the evidence and soundness of the reasoning
- determining the sufficiency of evidence for success
- recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 1007330

**Course Path:** Section: Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Oral Communications >

**Abbreviated Title:** DEBATE 1

**Number of Credits:** One (1) credit

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

## Educator Certifications

[English \(Grades 6-12\)](#)

[Speech \(Grades 6-12\)](#)

[Social Science \(Grades 6-12\)](#)

[Social Science \(Grades 5-9\)](#)

There are more than 320 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17763>



# Creative Writing 1 (#1009320) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.C.1.2:</a>	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.2:</a>	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: 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. Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.3:</a>	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.4:</a>	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b> Clarification 1: For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.3.1:</a>	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b> 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: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.2:</a>	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.1.5:</a>	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>

Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

[ELA.9.C.3.1:](#)

**Clarifications:**

Clarification 1: 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.
- Use knowledge of usage rules to create flow in writing and presenting.

Clarification 2: See [Convention Progression by Grade Level](#).

**Standard Relation to Course: Major**

[ELA.9.C.5.2:](#)

Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

**Standard Relation to Course: Major**

Explain how key elements enhance or add layers of meaning and/or style in a literary text.

[ELA.9.R.1.1:](#)

**Clarifications:**

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

[ELA.9.R.1.2:](#)

Analyze universal themes and their development throughout a literary text.

**Clarifications:**

Clarification 1: 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.

Clarification 2: The themes being analyzed may be in the same or multiple literary texts.

**Standard Relation to Course: Major**

[ELA.9.R.1.3:](#)

Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.

**Clarifications:**

Clarification 1: See [Rhetorical Devices](#) for more information on irony.

**Standard Relation to Course: Major**

[ELA.9.R.2.2:](#)

Evaluate the support an author uses to develop the central idea(s) throughout a text.

**Clarifications:**

Clarification 1: In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

Clarification 2: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.9.R.2.3:](#)

Analyze 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](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

[ELA.9.R.3.1:](#)

Explain how figurative language creates mood in text(s).

**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: See [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

[ELA.9.R.3.2:](#)

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

[ELA.9.R.3.3:](#)

Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

**Clarifications:**

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

**Standard Relation to Course: Major**

Explain an author's use of rhetoric in a text.

**Clarifications:**

Clarification 1: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [9.R.3.1](#) with the addition of irony,

<a href="#">ELA.9.R.3.4:</a>	<p>rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  Clarification 2: See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.1:</a>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.2:</a>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.  Clarification 2: Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.9.V.1.3:</a>	<p>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.</p> <p><b>Clarifications:</b>  Clarification 1: Review of words learned in this way is critical to building background knowledge and related vocabulary.  Clarification 2: See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  Clarification 3: See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.K12.EE.1.1:</a>	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.2.1:</a>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.3.1:</a>	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.4.1:</a>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.5.1:</a>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>
<a href="#">ELA.K12.EE.6.1:</a>	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  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.</p> <p><b>Standard Relation to Course: Supporting</b></p>

<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1009320

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Number of Credits:** Half credit (.5)

**Abbreviated Title:** CREATIVE WRIT 1

**Course Type:** Elective Course

**Course Length:** Semester (S)

**Course Status:** Data entry status - hidden

**Course Level:** 2

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

### Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17761>



# Creative Writing 2 (#1009330) 2021 - And Beyond

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## Course Standards

Name	Description
<a href="#">ELA.10.C.1.2:</a>	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> Clarification 1: See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.2.1:</a>	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> 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. A clear perspective is the through-line that unites the elements of the presentation. Clarification 2: For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.C.3.1:</a>	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> Clarification 1: Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li></ul>Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul>Clarification 2: See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.1:</a>	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred). Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.1.2:</a>	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b> Clarification 1: 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. Clarification 2: The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.3.1:</a>	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b> 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: See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
<a href="#">ELA.10.R.3.4:</a>	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b> Clarification 1: Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p>

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Write complex narratives using appropriate techniques to establish multiple perspectives.

[ELA.11.C.1.2:](#)

**Clarifications:**

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

**Standard Relation to Course: Major**

Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.

[ELA.11.C.1.5:](#)

**Standard Relation to Course: Major**

Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

[ELA.11.C.2.1:](#)

**Clarifications:**

Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces [rhetorical devices](#) to the benchmark, building on what students have learned in [R.3.2](#) and giving them a chance to apply it.

Clarification 2: For further guidance, see the [Secondary Oral Communication Rubric](#).

**Standard Relation to Course: Major**

Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.

[ELA.11.R.1.1:](#)

**Clarifications:**

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

Layer 1) the literal level, what the words actually mean

Layer 2) mood, those feelings that are evoked in the reader

Layer 3) tone, the author's attitude

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze the author's choices in using juxtaposition to define character perspective.

[ELA.11.R.1.3:](#)

**Clarifications:**

Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

[ELA.11.R.1.4:](#)

**Clarifications:**

Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- 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)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

[ELA.11.R.3.2:](#)

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

[ELA.11.R.3.3:](#)

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: For more information on types of reasoning, see [Types of Logical Reasoning](#).

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

[ELA.11.R.3.4:](#)

**Clarifications:**

Clarification 1: Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level

Clarification 2: Rhetorical devices for the purposes of this benchmark are the figurative language devices from [11.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.

Clarification 3: See [Secondary Figurative Language](#).

Clarification 4: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Integrate academic vocabulary appropriate to grade level in speaking and writing.

[ELA.11.V.1.1:](#)

**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.

**Standard Relation to Course: Major**

Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.

[ELA.11.V.1.2:](#)

**Clarifications:**

Clarification 1: Etymology refers to the study of word origins and the ways that words have changed over time.

Clarification 2: Derivation refers to making new words from an existing word by adding affixes.

**Standard Relation to Course: Major**

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.

[ELA.11.V.1.3:](#)

**Clarifications:**

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

Clarification 2: See [Context Clues](#) and [Word Relationships](#).

Clarification 3: See [ELA.11.R.3.1](#) and [Secondary Figurative Language](#).

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

[ELA.K12.EE.1.1:](#)

**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.

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

[ELA.K12.EE.2.1:](#)

**Clarifications:**

See [Text Complexity](#) for grade-level complexity bands and a text complexity rubric.

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

[ELA.K12.EE.3.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

[ELA.K12.EE.4.1:](#)

**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.

**Standard Relation to Course: Supporting**

Use the accepted rules governing a specific format to create quality work.

[ELA.K12.EE.5.1:](#)

**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.
	<b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing.
<a href="#">ELA.K12.EE.6.1:</a>	<b>Clarifications:</b> 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.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.LA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

The content should include, but not be limited to, the following:

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

**Important Note:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1009330

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Writing >

**Abbreviated Title:** CREATIVE WRIT 2

**Number of Credits:** Half credit (.5)

**Course Length:** Semester (S)

**Course Type:** Elective Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

## Educator Certifications

[English \(Grades 6-12\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17762>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">MA.K.AR.1.1:</a>	<p>For any number from 1 to 9, find the number that makes 10 when added to the given number.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes creating a ten using manipulatives, number lines, models and drawings.</p>
<a href="#">MA.K.AR.1.2:</a>	<p>Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the exploration of finding possible pairs to make a sum using manipulatives, objects, drawings and expressions; and understanding how the different representations are related to each other.</p>
<a href="#">MA.K.AR.1.3:</a>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem. Clarification 2: Students are not expected to independently read word problems. Clarification 3: Addition and subtraction are limited to sums within 10 and related subtraction facts. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.K.AR.2.1:</a>	<p>Explain why addition or subtraction equations are true using objects or drawings.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the understanding of the equal sign. Clarification 2: Problem types are limited to an equation with two or three terms. The sum or difference can be on either side of the equal sign. Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.</p>
<a href="#">MA.K.DP.1.1:</a>	<p>Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on supporting work in counting. Clarification 2: Instruction includes geometric figures that can be categorized using their defining attributes. Clarification 3: Within this benchmark, it is not the expectation for students to construct formal representations or graphs on their own.</p>
<a href="#">MA.K.GR.1.1:</a>	<p>Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes a wide variety of circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders. Clarification 2: Instruction includes a variety of non-examples that lack one or more defining attributes. Clarification 3: Two-dimensional figures can be either filled, outlined or both.</p>
<a href="#">MA.K.GR.1.2:</a>	<p>Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations. Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.</p>
<a href="#">MA.K.GR.1.3:</a>	<p>Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations. Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.</p>
<a href="#">MA.K.GR.1.4:</a>	<p>Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.</p>
<a href="#">MA.K.GR.1.5:</a>	<p>Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.</p> <p><b>Clarifications:</b> Clarification 1: This benchmark is intended to develop the understanding of spatial relationships.</p>
	<p>Identify the attributes of a single object that can be measured such as length, volume or weight.</p>

<a href="#">MA.K.M.1.1:</a>	<p><b>Clarifications:</b> Clarification 1: Within this benchmark, measuring is not required.</p>
<a href="#">MA.K.M.1.2:</a>	<p>Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.</p> <p><b>Clarifications:</b> Clarification 1: To directly compare length, objects are placed next to each other with one end of each object lined up to determine which one is longer. Clarification 2: Language to compare length includes short, shorter, long, longer, tall, taller, high or higher. Language to compare volume includes has more, has less, holds more, holds less, more full, less full, full, empty, takes up more space or takes up less space. Language to compare weight includes heavy, heavier, light, lighter, weighs more or weighs less.</p>
<a href="#">MA.K.M.1.3:</a>	<p>Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.</p> <p><b>Clarifications:</b> Clarification 1: Non-standard units of measurement are units that are not typically used, such as paper clips or colored tiles. To measure with non-standard units, students lay multiple copies of the same object end to end with no gaps or overlaps. The length is shown by the number of objects needed.</p>
<a href="#">MA.K.NSO.1.1:</a>	<p>Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on developing an understanding of cardinality and one-to-one correspondence. Clarification 2: Instruction includes counting objects and pictures presented in a line, rectangular array, circle or scattered arrangement. Objects presented in a scattered arrangement are limited to 10. Clarification 3: Within this benchmark, the expectation is not to write the number in word form.</p>
<a href="#">MA.K.NSO.1.2:</a>	<p>Given a number from 0 to 20, count out that many objects.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes giving a number verbally or with a written numeral.</p>
<a href="#">MA.K.NSO.1.3:</a>	<p>Identify positions of objects within a sequence using the words "first," "second," "third," "fourth" or "fifth."</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the understanding that rearranging a group of objects does not change the total number of objects but may change the order of an object in that group.</p>
<a href="#">MA.K.NSO.1.4:</a>	<p>Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on matching, counting and the connection to addition and subtraction. Clarification 2: Within this benchmark, the expectation is not to use the relational symbols =, &gt; or &lt;.</p>
<a href="#">MA.K.NSO.2.1:</a>	<p>Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.</p> <p><b>Clarifications:</b> Clarification 1: When counting forward by ones, students are to say the number names in the standard order and understand that each successive number refers to a quantity that is one larger. When counting backward, students are to understand that each succeeding number in the count sequence refers to a quantity that is one less. Clarification 2: Within this benchmark, the expectation is to recognize and count to 100 by the end of Kindergarten.</p>
<a href="#">MA.K.NSO.2.2:</a>	<p>Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.</p>
<a href="#">MA.K.NSO.2.3:</a>	<p>Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.</p> <p><b>Clarifications:</b> Clarification 1: Within this benchmark, the expectation is not to use the relational symbols =, &gt; or &lt;. Clarification 2: When comparing numbers from 0 to 20, both numbers are plotted on the same number line. Clarification 3: When locating numbers on the number line, the expectation includes filling in a missing number by counting from left to right on the number line.</p>
<a href="#">MA.K.NSO.3.1:</a>	<p>Explore addition of two whole numbers from 0 to 10, and related subtraction facts.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes objects, fingers, drawings, number lines and equations. Clarification 2: Instruction focuses on the connection that addition is "putting together" or "counting on" and that subtraction is "taking apart" or "taking from." Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>. Clarification 3: Within this benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.</p>
<a href="#">MA.K.NSO.3.2:</a>	<p>Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on helping a student choose a method they can use reliably</p>
<a href="#">MA.K12.MTR.1.1:</a>	<p>Mathematicians who participate in effortful learning both individually and with others:</p> <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> <li>Help and support each other when attempting a new method or approach.</li> </ul>
<a href="#">MA.K12.MTR.1.1:</a>	<p><b>Clarifications:</b> Teachers who encourage students to participate actively in effortful learning both individually and with others:</p>

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.  
Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.  
Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

	<p>Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
<a href="#">MA.K12.MTR.7.1:</a>	<p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In Kindergarten, instructional time will emphasize three areas: (1) developing an understanding of counting to represent the total number of objects in a set and to order the objects within a set; (2) developing an understanding of addition and subtraction and the relationship of these operations to counting and (3) measuring, comparing and categorizing objects according to various attributes, including their two- and three-dimensional shapes.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

<b>Course Number:</b> 5012020	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades PreK to 5 Education Courses > <b>Subject:</b> Mathematics > <b>SubSubject:</b> General Mathematics >
<b>Course Type:</b> Core Academic Course	<b>Abbreviated Title:</b> GRADE K MATH
<b>Course Status:</b> Data entry status - hidden	<b>Course Length:</b> Year (Y)
<b>Grade Level(s):</b> K	<b>Course Level:</b> 2

### Educator Certifications

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)  
[Elementary Education \(Elementary Grades 1-6\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17775>



# Grade One Mathematics (#5012030) 2022 - And Beyond

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You are not viewing the current course, please click the current year's tab.

## Course Standards

Name	Description
<a href="#">MA.1.AR.1.1:</a>	<p>Apply properties of addition to find a sum of three or more whole numbers.</p> <p><b>Clarifications:</b> Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of addition. It is not the expectation to name the properties or use parentheses. Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>. Clarification 2: Instruction includes emphasis on using the properties to make a ten when adding three or more numbers. Clarification 3: Addition is limited to sums within 20.</p>
<a href="#">MA.1.AR.1.2:</a>	<p>Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem. Clarification 2: Students are not expected to independently read word problems. Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.1.AR.2.1:</a>	<p>Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.</p> <p><b>Clarifications:</b> Clarification 1: Addition and subtraction are limited to sums within 20 and related subtraction facts.</p>
<a href="#">MA.1.AR.2.2:</a>	<p>Determine and explain if equations involving addition or subtraction are true or false.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on understanding of the equal sign. Clarification 2: Problem types are limited to an equation with no more than four terms. The sum or difference can be on either side of the equal sign. Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.</p>
<a href="#">MA.1.AR.2.3:</a>	<p>Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.</p> <p><b>Clarifications:</b> Clarification 1: Instruction begins the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter. Clarification 2: Problems include the unknown on either side of the equal sign. Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.1.DP.1.1:</a>	<p>Collect data into categories and represent the results using tally marks or pictographs.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes connecting tally marks to counting by 5s. Clarification 2: Data sets include geometric figures that are categorized using their defining attributes and data from the classroom or school. Clarification 3: Pictographs are limited to single-unit scales.</p>
<a href="#">MA.1.DP.1.2:</a>	<p>Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the connection to addition and subtraction when calculating the total and comparing, respectively.</p>
<a href="#">MA.1.FR.1.1:</a>	<p>Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.</p> <p><b>Clarifications:</b> Clarification 1: This benchmark does not require writing the equal sized parts as a fraction with a numerator and denominator.</p>
<a href="#">MA.1.GR.1.1:</a>	<p>Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the defining attributes of a figure: whether it is closed or not; number of vertices, sides, edges or faces; and if it contains straight, curved or equal length sides or edges. Clarification 2: Instruction includes figures given in a variety of sizes, orientations and non-examples that lack one or more defining attributes. Clarification 3: Within this benchmark, the expectation is not to sort a combination of two- and three-dimensional figures at the same time or to define the attributes of trapezoids. Clarification 4: Instruction includes using formal and informal language to describe the defining attributes of figures when comparing and sorting.</p>

<a href="#">MA.1.GR.1.2:</a>	Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.
<a href="#">MA.1.GR.1.3:</a>	<p>Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on the understanding of spatial relationships relating to part-whole, and on the connection to breaking apart numbers and putting them back together.  Clarification 2: Composite figures are composed without gaps or overlaps.  Clarification 3: Within this benchmark, it is not the expectation to compose two- and three- dimensional figures at the same time.</p>
<a href="#">MA.1.GR.1.4:</a>	<p>Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.</p> <p>Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction emphasizes measuring from the zero point of the ruler. The markings on the ruler indicate the unit of length by marking equal distances with no gaps or overlaps.  Clarification 2: When estimating length, the expectation is to give a reasonable number of inches for the length of a given object.</p>
<a href="#">MA.1.M.1.1:</a>	<p>Compare and order the length of up to three objects using direct and indirect comparison.</p> <p><b>Clarifications:</b>  Clarification 1: When directly comparing objects, the objects can be placed side by side or they can be separately measured in the same units and the measurements can be compared.  Clarification 2: Two objects can be compared indirectly by directly comparing them to a third object.</p>
<a href="#">MA.1.M.1.2:</a>	<p>Using analog and digital clocks, tell and write time in hours and half-hours.</p> <p><b>Clarifications:</b>  Clarification 1: Within this benchmark, the expectation is not to understand military time or to use a.m. or p.m.  Clarification 2: Instruction includes the connection to partitioning circles into halves and to semi-circles.</p>
<a href="#">MA.1.M.2.1:</a>	<p>Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes the recognition of both sides of a coin.  Clarification 2: Within this benchmark, the expectation is not to use decimal values.</p>
<a href="#">MA.1.M.2.2:</a>	<p>Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes the identification of a one, five and ten-dollar bill and the computation of the value of combinations of pennies, nickels and dimes or one, five and ten dollar bills.  Clarification 2: Instruction focuses on the connection to place value and skip counting.  Clarification 3: Within this benchmark, the expectation is not to use decimal values or to find the value of a combination of coins and dollars.</p>
<a href="#">MA.1.M.2.3:</a>	<p>Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on the connection to addition as "counting on" and subtraction as "counting back".  Clarification 2: Instruction also focuses on the recognition of patterns within skip counting which helps build a foundation for multiplication in later grades.  Clarification 3: Instruction includes recognizing counting sequences using visual charts, such as a 120 chart, to emphasize base 10 place value.</p>
<a href="#">MA.1.NSO.1.1:</a>	<p>Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.</p> <p><b>Clarifications:</b>  The number seventy-five written in standard form is 75 and in expanded form is <math>70 + 5</math>.</p>
<a href="#">MA.1.NSO.1.2:</a>	<p>Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.</p> <p>Plot, order and compare whole numbers up to 100.</p> <p><b>Clarifications:</b>  Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the tens and ones digits.  Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<math>&lt;</math>, <math>&gt;</math> or <math>=</math>).</p>
<a href="#">MA.1.NSO.1.3:</a>	<p>Recall addition facts with sums to 10 and related subtraction facts with automaticity.</p> <p>Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.  Clarification 2: Instruction includes situations involving adding to, putting together, comparing and taking from.</p>
<a href="#">MA.1.NSO.1.4:</a>	<p>Identify the number that is one more, one less, ten more and ten less than a given two-digit number.</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on combining ones and tens and composing new tens from ones, when needed.  Clarification 2: Instruction includes the use of manipulatives, number lines, drawings or models.</p>
<a href="#">MA.1.NSO.2.1:</a>	<p>Recall addition facts with sums to 10 and related subtraction facts with automaticity.</p> <p>Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.  Clarification 2: Instruction includes situations involving adding to, putting together, comparing and taking from.</p>
<a href="#">MA.1.NSO.2.2:</a>	<p>Identify the number that is one more, one less, ten more and ten less than a given two-digit number.</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on combining ones and tens and composing new tens from ones, when needed.  Clarification 2: Instruction includes the use of manipulatives, number lines, drawings or models.</p>
<a href="#">MA.1.NSO.2.3:</a>	<p>Recall addition facts with sums to 10 and related subtraction facts with automaticity.</p> <p>Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.  Clarification 2: Instruction includes situations involving adding to, putting together, comparing and taking from.</p>
<a href="#">MA.1.NSO.2.4:</a>	<p>Identify the number that is one more, one less, ten more and ten less than a given two-digit number.</p> <p>Explore the addition of a two-digit number and a one-digit number with sums to 100.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on combining ones and tens and composing new tens from ones, when needed.  Clarification 2: Instruction includes the use of manipulatives, number lines, drawings or models.</p>

Explore subtraction of a one-digit number from a two-digit number.

[MA.1.NSO.2.5:](#)

**Clarifications:**

Clarification 1: Instruction focuses on utilizing the number line as a tool for subtraction through "counting on" or "counting back". The process of counting on highlights subtraction as a missing addend problem.

Clarification 2: Instruction includes the use of manipulatives, drawings or equations to decompose tens and regroup ones, when needed.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**  
 Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
 Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**  
 Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.  
 Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

[MA.K12.MTR.7.1:](#)

**Clarifications:**  
 Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 1, instructional time will emphasize four areas: (1) understanding the place value of tens and ones within two-digit whole numbers; (2) extending understanding of addition and subtraction and the relationship between them; (3) developing an understanding of measurement of physical objects, money and time and (4) categorizing, composing and decomposing geometric figures.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Path: Section:** Grades PreK to 12 Education

Course Number: 5012030

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Mathematics > **SubSubject:**

General Mathematics >

**Abbreviated Title:** GRADE ONE MATH

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Grade Level(s):** 1

## Educator Certifications

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

[Primary Education \(K-3\)](#)

[Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17776>



# Grade Two Mathematics (#5012040) 2022 - And Beyond

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## Course Standards

Name	Description
<a href="#">MA.2.AR.1.1:</a>	<p>Solve one- and two-step addition and subtraction real-world problems.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem. Clarification 2: Problems include creating real-world situations based on an equation. Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.2.AR.2.1:</a>	<p>Determine and explain whether equations involving addition and subtraction are true or false.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on understanding of the equal sign. Clarification 2: Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign. Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences.</p>
<a href="#">MA.2.AR.2.2:</a>	<p>Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.</p> <p><b>Clarifications:</b> Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter. Clarification 2: Problems include having the unknown on either side of the equal sign. Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.2.AR.3.1:</a>	<p>Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place. Clarification 2: Addends are limited to whole numbers less than or equal to 12.</p>
<a href="#">MA.2.AR.3.2:</a>	<p>Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication. Clarification 2: The total number of objects is limited to 25.</p>
<a href="#">MA.2.DP.1.1:</a>	<p>Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.</p> <p><b>Clarifications:</b> Clarification 1: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.</p>
<a href="#">MA.2.DP.1.2:</a>	<p>Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.</p> <p><b>Clarifications:</b> Clarification 1: Addition and subtraction problems are limited to whole numbers with sums within 100 and related differences. Clarification 2: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.</p>
<a href="#">MA.2.FR.1.1:</a>	<p>Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.</p> <p><b>Clarifications:</b> Clarification 1: Within this benchmark, the expectation is not to write the equal-sized parts as a fraction with a numerator and denominator. Clarification 2: Problems include mathematical and real-world context.</p>
<a href="#">MA.2.FR.1.2:</a>	<p>Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.</p>
<a href="#">MA.2.GR.1.1:</a>	<p>Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.</p> <p><b>Clarifications:</b> Clarification 1: Within this benchmark, the expectation includes the use of rulers and straight edges.</p>

<a href="#">MA.2.GR.1.2:</a>	<p>Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on using formal and informal language to describe defining attributes when categorizing.</p>
<a href="#">MA.2.GR.1.3:</a>	<p>Identify line(s) of symmetry for a two-dimensional figure.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on the connection between partitioning two-dimensional figures and symmetry.  Clarification 2: Problem types include being given an image and determining whether a given line is a line of symmetry or not.</p>
<a href="#">MA.2.GR.2.1:</a>	<p>Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction emphasizes the conceptual understanding that perimeter is an attribute that can be measured for a two-dimensional figure.  Clarification 2: Instruction includes real-world objects, such as picture frames or desktops.</p>
<a href="#">MA.2.GR.2.2:</a>	<p>Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes the connection to the associative and commutative properties of addition. Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.  Clarification 2: Within this benchmark, the expectation is not to use a formula to find perimeter.  Clarification 3: Instruction includes cases where the side lengths are given or measured to the nearest unit.  Clarification 4: Perimeter cannot exceed 100 units and responses include the appropriate units.</p>
<a href="#">MA.2.M.1.1:</a>	<p>Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes seeing rulers and tape measures as number lines.  Clarification 2: Instruction focuses on recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected.  Clarification 3: When estimating the size of an object, a comparison with an object of known size can be used.</p>
<a href="#">MA.2.M.1.2:</a>	<p>Measure the lengths of two objects using the same unit and determine the difference between their measurements.</p> <p><b>Clarifications:</b>  Clarification 1: Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.</p>
<a href="#">MA.2.M.1.3:</a>	<p>Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.</p> <p><b>Clarifications:</b>  Clarification 1: Addition and subtraction problems are limited to sums within 100 and related differences.</p>
<a href="#">MA.2.M.2.1:</a>	<p>Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes the connection to partitioning of circles and to the number line.  Clarification 2: Within this benchmark, the expectation is not to understand military time</p>
<a href="#">MA.2.M.2.2:</a>	<p>Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.</p> <p><b>Clarifications:</b>  Clarification 1: Within this benchmark, the expectation is not to use decimal values.  Clarification 2: Addition and subtraction problems are limited to sums within 100 and related differences. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.2.NSO.1.1:</a>	<p>Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.</p>
<a href="#">MA.2.NSO.1.2:</a>	<p>Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.</p>
<a href="#">MA.2.NSO.1.3:</a>	<p>Plot, order and compare whole numbers up to 1,000.</p> <p><b>Clarifications:</b>  Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the hundreds, tens and ones digits.  Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (&lt;, &gt; or =).</p>
<a href="#">MA.2.NSO.1.4:</a>	<p>Round whole numbers from 0 to 100 to the nearest 10.</p> <p><b>Clarifications:</b>  Clarification 1: Within the benchmark, the expectation is to understand that rounding is a process that produces a number with a similar value that is less precise but easier to use.</p>
<a href="#">MA.2.NSO.2.1:</a>	<p>Recall addition facts with sums to 20 and related subtraction facts with automaticity.</p>
<a href="#">MA.2.NSO.2.2:</a>	<p>Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.</p>
<a href="#">MA.2.NSO.2.3:</a>	<p>Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.</p>

Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

[MA.2.NSO.2.4:](#)

**Clarifications:**

Clarification 1: Instruction includes the use of manipulatives, number lines, drawings or properties of operations or place value.  
Clarification 2: Instruction focuses on composing and decomposing ones, tens and hundreds when needed.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

	<p>Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:</p> <ul style="list-style-type: none"> <li>• Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.</li> <li>• Support students to develop generalizations based on the similarities found among problems.</li> <li>• Provide opportunities for students to create plans and procedures to solve problems.</li> <li>• Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.</li> </ul>
	<p>Assess the reasonableness of solutions. Mathematicians who assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Estimate to discover possible solutions.</li> <li>• Use benchmark quantities to determine if a solution makes sense.</li> <li>• Check calculations when solving problems.</li> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul>
<a href="#">MA.K12.MTR.6.1:</a>	<p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul>
	<p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul>
<a href="#">MA.K12.MTR.7.1:</a>	<p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul>
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 2, instructional time will emphasize four areas: (1) extending understanding of place value in three-digit numbers; (2) building fluency and algebraic reasoning with addition and subtraction; (3) extending understanding of measurement of objects, time and the perimeter of geometric figures and (4) developing spatial reasoning with number representations and two-dimensional figures.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

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<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

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### GENERAL INFORMATION

Course Number: 5012040

Course Path: Section: Grades PreK to 12 Education  
Courses > Grade Group: Grades PreK to 5 Education  
Courses > Subject: Mathematics > SubSubject:

## Educator Certifications

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

[Primary Education \(K-3\)](#)

[Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#)

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**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">MA.3.AR.1.1:</a>	<p>Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.</p> <p><b>Clarifications:</b>            Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of multiplication, the distributive property and name the properties. Refer to <a href="#">K-12 Glossary (Appendix C)</a>.            Clarification 2: Within the benchmark, the expectation is to utilize parentheses.            Clarification 3: Multiplication for products of three or more numbers is limited to factors within 12. Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>
<a href="#">MA.3.AR.1.2:</a>	<p>Solve one- and two-step real-world problems involving any of four operations with whole numbers.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.            Clarification 2: Multiplication is limited to factors within 12 and related division facts. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.3.AR.2.1:</a>	<p>Restate a division problem as a missing factor problem using the relationship between multiplication and division.</p> <p><b>Clarifications:</b>            Clarification 1: Multiplication is limited to factors within 12 and related division facts.            Clarification 2: Within this benchmark, the symbolic representation of the missing factor uses any symbol or a letter.</p>
<a href="#">MA.3.AR.2.2:</a>	<p>Determine and explain whether an equation involving multiplication or division is true or false.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction extends the understanding of the meaning of the equal sign to multiplication and division.            Clarification 2: Problem types are limited to an equation with three or four terms. The product or quotient can be on either side of the equal sign.            Clarification 3: Multiplication is limited to factors within 12 and related division facts.</p>
<a href="#">MA.3.AR.2.3:</a>	<p>Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol or a letter.            Clarification 2: Problems include the unknown on either side of the equal sign.            Clarification 3: Multiplication is limited to factors within 12 and related division facts. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.</p>
<a href="#">MA.3.AR.3.1:</a>	<p>Determine and explain whether a whole number from 1 to 1,000 is even or odd.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes determining and explaining using place value and recognizing patterns.</p>
<a href="#">MA.3.AR.3.2:</a>	<p>Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes determining if a number is a multiple of a given number by using multiplication or division.</p>
<a href="#">MA.3.AR.3.3:</a>	<p>Identify, create and extend numerical patterns.</p> <p><b>Clarifications:</b>            Clarification 1: The expectation is to use ordinal numbers (1st, 2nd, 3rd, ...) to describe the position of a number within a sequence.            Clarification 2: Problem types include patterns involving addition, subtraction, multiplication or division of whole numbers.</p>
<a href="#">MA.3.DP.1.1:</a>	<p>Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.</p> <p><b>Clarifications:</b>            Clarification 1: Within this benchmark, the expectation is to complete a representation or construct a representation from a data set.            Clarification 2: Instruction includes the connection between multiplication and the number of data points represented by a bar in scaled bar graph or a scaled column in a pictograph.            Clarification 3: Data displays are represented both horizontally and vertically.</p>
	<p>Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and</p>

	<p>two-step problems.</p> <p><b>Clarifications:</b>  Clarification 1: Problems include the use of data in informal comparisons between two data sets in the same units.  Clarification 2: Data displays can be represented both horizontally and vertically.  Clarification 3: Circle graphs are limited to showing the total values in each category.</p>
<p><a href="#">MA.3.DP.1.2:</a></p>	<p>Represent and interpret fractions, including fractions greater than one, in the form of <math>\frac{m}{n}</math> as multiples of a unit fraction.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives or visual models, including circle graphs, to represent fractions.  Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.</p>
<p><a href="#">MA.3.FR.1.2:</a></p>	<p>Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction focuses on making connections to reading and writing numbers to develop the understanding that fractions are numbers and to support algebraic thinking in later grades.  Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.</p>
<p><a href="#">MA.3.FR.1.3:</a></p>	<p>Plot, order and compare fractional numbers with the same numerator or the same denominator.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes making connections between using a ruler and plotting and ordering fractions on a number line.  Clarification 2: When comparing fractions, instruction includes an appropriately scaled number line and using reasoning about their size.  Clarification 3: Fractions include fractions greater than one, including mixed numbers, with denominators limited to 2, 3, 4, 5, 6, 8, 10 and 12.</p>
<p><a href="#">MA.3.FR.2.1:</a></p>	<p>Identify equivalent fractions and explain why they are equivalent.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes identifying equivalent fractions and explaining why they are equivalent using manipulatives, drawings, and number lines.  Clarification 2: Within this benchmark, the expectation is not to generate equivalent fractions.  Clarification 3: Fractions are limited to fractions less than or equal to one with denominators of 2, 3, 4, 5, 6, 8, 10 and 12. Number lines must be given and scaled appropriately.</p>
<p><a href="#">MA.3.FR.2.2:</a></p>	<p>Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes mathematical and real-world context for identifying points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines.  Clarification 2: When working with perpendicular lines, right angles can be called square angles or square corners.</p>
<p><a href="#">MA.3.GR.1.1:</a></p>	<p>Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes a variety of quadrilaterals and a variety of non-examples that lack one or more defining attributes when identifying quadrilaterals.  Clarification 2: Quadrilaterals will be filled, outlined or both when identifying.  Clarification 3: Drawing representations must be reasonably accurate.</p>
<p><a href="#">MA.3.GR.1.2:</a></p>	<p>Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction develops the understanding that there could be no line of symmetry, exactly one line of symmetry or more than one line of symmetry.  Clarification 2: Instruction includes folding paper along a line of symmetry so that both halves match exactly to confirm line-symmetric figures.</p>
<p><a href="#">MA.3.GR.1.3:</a></p>	<p>Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction emphasizes the conceptual understanding that area is an attribute that can be measured for a two-dimensional figure. The measurement unit for area is the area of a unit square, which is a square with side length of 1 unit.  Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form (e.g., square centimeter or sq.cm.).</p>
<p><a href="#">MA.3.GR.2.1:</a></p>	<p>Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.</p> <p><b>Clarifications:</b>  Clarification 1: Instruction includes covering the figure with unit squares, a rectangular array or applying a formula.  Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.</p>
<p><a href="#">MA.3.GR.2.2:</a></p>	<p>Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.</p> <p><b>Clarifications:</b>  Clarification 1: Within this benchmark, the expectation is not to find unknown side lengths.  Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.</p>
<p><a href="#">MA.3.GR.2.3:</a></p>	<p>Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with</p>

whole-number side lengths.

[MA.3.GR.2.4:](#)

**Clarifications:**

Clarification 1: Composite figures must be composed of non-overlapping rectangles.

Clarification 2: Each rectangle within the composite figure cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.

[MA.3.M.1.1:](#)

**Clarifications:**

Clarification 1: Instruction focuses on identifying measurement on a linear scale, making the connection to the number line.

Clarification 2: When measuring the length, limited to the nearest centimeter and half or quarter inch.

Clarification 3: When measuring the temperature, limited to the nearest degree.

Clarification 4: When measuring the volume of liquid, limited to nearest milliliter and half or quarter cup.

Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.

[MA.3.M.1.2:](#)

**Clarifications:**

Clarification 1: Within this benchmark, it is the expectation that responses include appropriate units.

Clarification 2: Problem types are not expected to include measurement conversions.

Clarification 3: Instruction includes the comparison of attributes measured in the same units.

Clarification 4: Units are limited to yards, feet, inches; meters, centimeters; pounds, ounces; kilograms, grams; degrees Fahrenheit, degrees Celsius; gallons, quarts, pints, cups; and liters, milliliters.

Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.

[MA.3.M.2.1:](#)

**Clarifications:**

Clarification 1: Within this benchmark, the expectation is not to understand military time.

Solve one- and two-step real-world problems involving elapsed time.

[MA.3.M.2.2:](#)

**Clarifications:**

Clarification 1: Within this benchmark, the expectation is not to include crossing between a.m. and p.m.

[MA.3.NSO.1.1:](#)

Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

[MA.3.NSO.1.2:](#)

Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.

Plot, order and compare whole numbers up to 10,000.

[MA.3.NSO.1.3:](#)

**Clarifications:**

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the thousands, hundreds, tens and ones digits.

Clarification 2: Number lines, scaled by 50s, 100s or 1,000s, must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols ( $<$ ,  $>$  or  $=$ ).

[MA.3.NSO.1.4:](#)

Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

[MA.3.NSO.2.1:](#)

Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.

[MA.3.NSO.2.2:](#)

**Clarifications:**

Clarification 1: Instruction includes equal groups, arrays, area models and equations.

Clarification 2: Within the benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.

Clarification 3: Factors and divisors are limited to up to 12.

[MA.3.NSO.2.3:](#)

Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.

**Clarifications:**

Clarification 1: When multiplying one-digit numbers by multiples of 10 or 100, instruction focuses on methods that are based on place value.

[MA.3.NSO.2.4:](#)

Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

**Clarifications:**

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 3, instructional time will emphasize four areas: (1) adding and subtracting multi-digit whole numbers, including using a standard algorithm; (2) building an understanding of multiplication and division, the relationship between them and the connection to area of rectangles; (3) developing an understanding of fractions and (4) extending geometric reasoning to lines and attributes of quadrilaterals.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**English Language Development ELD Standards Special Notes Section:**

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL’s need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 5012050

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades PreK to 5 Education

Courses > **Subject:** Mathematics > **SubSubject:**

General Mathematics >

**Abbreviated Title:** GRADE THREE MATH

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

**Grade Level(s):** 3

### Educator Certifications

[Prekindergarten/Primary Education \(Age 3 through Grade 3\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

[Primary Education \(K-3\)](#)

[Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access

them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17778>

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">MA.4.AR.1.1:</a>	<p>Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.</p> <p><b>Clarifications:</b>            Clarification 1: Problems involving multiplication include multiplicative comparisons. Refer to <a href="#">Situations Involving Operations with Numbers (Appendix A)</a>.            Clarification 2: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.            Clarification 3: Multiplication is limited to products of up to 3 digits by 2 digits. Division is limited to up to 4 digits divided by 1 digit.</p>
<a href="#">MA.4.AR.1.2:</a>	<p>Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.</p> <p><b>Clarifications:</b>            Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.            Clarification 2: Fractions within problems must reference the same whole.            Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.            Clarification 4: Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.</p>
<a href="#">MA.4.AR.1.3:</a>	<p>Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.</p> <p><b>Clarifications:</b>            Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.            Clarification 2: Fractions within problems must reference the same whole.            Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.            Clarification 4: Fractions limited to fractions less than one with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.</p>
<a href="#">MA.4.AR.2.1:</a>	<p>Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.</p> <p><b>Clarifications:</b>            Clarification 1: Multiplication is limited to whole number factors within 12 and related division facts.</p>
<a href="#">MA.4.AR.2.2:</a>	<p>Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses a letter.            Clarification 2: Problems include the unknown on either side of the equal sign.            Clarification 3: Multiplication is limited to factors within 12 and related division facts.</p>
<a href="#">MA.4.AR.3.1:</a>	<p>Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes the connection to the relationship between multiplication and division and patterns with divisibility rules.            Clarification 2: The numbers 0 and 1 are neither prime nor composite.</p>
<a href="#">MA.4.AR.3.2:</a>	<p>Generate, describe and extend a numerical pattern that follows a given rule.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes patterns within a mathematical or real-world context.</p>
<a href="#">MA.4.DP.1.1:</a>	<p>Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.</p> <p><b>Clarifications:</b>            Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.</p>
<a href="#">MA.4.DP.1.2:</a>	<p>Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes interpreting data within a real-world context.            Clarification 2: Instruction includes recognizing that data sets can have one mode, no mode or more than one mode.            Clarification 3: Within this benchmark, data sets are limited to an odd number when calculating the median.</p>

Clarification 4: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Solve real-world problems involving numerical data.

**Clarifications:**

Clarification 1: Instruction includes using any of the four operations to solve problems. C

Clarification 2: Data involving fractions with like denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100. Fractions can be greater than one.

Clarification 3: Data involving decimals are limited to hundredths.

[MA.4.DP.1.3:](#)

Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.

**Clarifications:**

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives, visual models, number lines or equations.

[MA.4.FR.1.1:](#)

Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.

**Clarifications:**

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives visual models, number lines or equations.

Clarification 2: Instruction includes the understanding that a decimal and fraction that are equivalent represent the same point on the number line and that fractions with denominators of 10 or powers of 10 may be called decimal fractions.

[MA.4.FR.1.2:](#)

Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.

**Clarifications:**

Clarification 1: Instruction includes the use of manipulatives, visual models, number lines or equations.

Clarification 2: Instruction includes recognizing how the numerator and denominator are affected when equivalent fractions are generated.

[MA.4.FR.1.3:](#)

Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.

**Clarifications:**

Clarification 1: When comparing fractions, instruction includes using an appropriately scaled number line and using reasoning about their size.

Clarification 2: Within this benchmark, the expectation is to be able to use benchmark quantities, such as  $0$ ,  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$  and  $1$ , to compare fractions.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Clarification 4: Within this benchmark, the expectation is to use symbols ( $<$ ,  $>$  or  $=$ ).

[MA.4.FR.1.4:](#)

Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.

**Clarifications:**

Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

[MA.4.FR.2.1:](#)

Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.

**Clarifications:**

Clarification 1: Instruction includes the use of word form, manipulatives, drawings, the properties of operations or number lines.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

[MA.4.FR.2.2:](#)

Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.

**Clarifications:**

Clarification 1: Instruction includes the use of visual models.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

[MA.4.FR.2.3:](#)

Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.

**Clarifications:**

Clarification 1: Instruction includes the use of visual models or number lines and the connection to the commutative property of multiplication.

Refer to [Properties of Operation, Equality and Inequality \(Appendix D\)](#).

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Fractions multiplied by a whole number are limited to less than 1. All denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16, 100.

[MA.4.FR.2.4:](#)

Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.

**Clarifications:**

Clarification 1: Instruction includes classifying angles using benchmark angles of  $90^\circ$  and  $180^\circ$  in two-dimensional figures.

Clarification 2: When identifying angles, the expectation includes two-dimensional figures and real-world pictures.

[MA.4.GR.1.1:](#)

Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.

**Clarifications:**

Clarification 1: Instruction includes measuring given angles and drawing angles using protractors.

Clarification 2: Instruction includes estimating angle measures using benchmark angles ( $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$  and  $180^\circ$ ).

Clarification 3: Instruction focuses on the understanding that angles can be decomposed into non-overlapping angles whose measures sum to the measure of the original angle.

[MA.4.GR.1.2:](#)

<a href="#">MA.4.GR.1.3:</a>	<p>Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the connection to angle measure as being additive.</p>
<a href="#">MA.4.GR.2.1:</a>	<p>Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.</p> <p><b>Clarifications:</b> Clarification 1: Instruction extends the development of algebraic thinking where the symbolic representation of the unknown uses a letter. Clarification 2: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit. Clarification 3: Responses include the appropriate units in word form.</p>
<a href="#">MA.4.GR.2.2:</a>	<p>Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the conceptual understanding of the relationship between perimeter and area. Clarification 2: Within this benchmark, rectangles are limited to having whole-number side lengths. Clarification 3: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit. Clarification 4: Responses include the appropriate units in word form.</p>
<a href="#">MA.4.M.1.1:</a>	<p>Select and use appropriate tools to measure attributes of objects.</p> <p><b>Clarifications:</b> Clarification 1: Attributes include length, volume, weight, mass and temperature. Clarification 2: Instruction includes digital measurements and scales that are not linear in appearance. Clarification 3: When recording measurements, use fractions and decimals where appropriate.</p>
<a href="#">MA.4.M.1.2:</a>	<p>Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the understanding of how to convert from smaller to larger units or from larger to smaller units. Clarification 2: Within the benchmark, the expectation is not to convert from grams to kilograms, meters to kilometers or milliliters to liters. Clarification 3: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.</p>
<a href="#">MA.4.M.2.1:</a>	<p>Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.</p> <p><b>Clarifications:</b> Clarification 1: Problems involving fractions will include addition and subtraction with like denominators and multiplication of a fraction by a whole number or a whole number by a fraction. Clarification 2: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100. Clarification 3: Within the benchmark, the expectation is not to use decimals.</p>
<a href="#">MA.4.M.2.2:</a>	<p>Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.</p>
<a href="#">MA.4.NSO.1.1:</a>	<p>Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.</p>
<a href="#">MA.4.NSO.1.2:</a>	<p>Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.</p>
<a href="#">MA.4.NSO.1.3:</a>	<p>Plot, order and compare multi-digit whole numbers up to 1,000,000.</p> <p><b>Clarifications:</b> Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the hundred thousands, ten thousands, thousands, hundreds, tens and ones digits. Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers. Clarification 3: Within this benchmark, the expectation is to use symbols (&lt;, &gt; or =).</p>
<a href="#">MA.4.NSO.1.4:</a>	<p>Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.</p>
<a href="#">MA.4.NSO.1.5:</a>	<p>Plot, order and compare decimals up to the hundredths.</p> <p><b>Clarifications:</b> Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the ones, tenths and hundredths digits. Clarification 2: Within the benchmark, the expectation is to explain the reasoning for the comparison and use symbols (&lt;, &gt; or =). Clarification 3: Scaled number lines must be provided and can be a representation of any range of numbers.</p>
<a href="#">MA.4.NSO.2.1:</a>	<p>Recall multiplication facts with factors up to 12 and related division facts with automaticity.</p>
<a href="#">MA.4.NSO.2.2:</a>	<p>Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on helping a student choose a method they can use reliably. Clarification 2: Instruction includes the use of models or equations based on place value and the distributive property.</p>
<a href="#">MA.4.NSO.2.3:</a>	<p>Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.</p>
<a href="#">MA.4.NSO.2.4:</a>	<p>Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on helping a student choose a method they can use reliably. Clarification 2: Instruction includes the use of models based on place value, properties of operations or the relationship between multiplication and division.</p>

Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.

[MA.4.NSO.2.5:](#)

**Clarifications:**

Clarification 1: Instruction focuses on previous understanding of multiplication with multiples of 10 and 100, and seeing division as a missing factor problem.

Clarification 2: Estimating quotients builds the foundation for division using a standard algorithm.

Clarification 3: When estimating the division of whole numbers, dividends are limited to up to four digits and divisors are limited to up to two digits.

[MA.4.NSO.2.6:](#)

Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.

[MA.4.NSO.2.7:](#)

Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.

**Clarifications:**

Clarification 1: Instruction includes the connection to money and the use of manipulatives and models based on place value.

[MA.K12.MTR.1.1:](#)

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

[MA.K12.MTR.2.1:](#)

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

[MA.K12.MTR.3.1:](#)

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

[MA.K12.MTR.4.1:](#)

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- **Prompt students to continually ask, "Does this solution make sense? How do you know?"**
- Reinforce that students check their work as they progress within and after a task.
- **Strengthen students' ability to verify solutions through justifications.**

Apply mathematics to real-world contexts.

Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- **Perform investigations to gather data or determine if a method is appropriate.** • **Redesign models and methods to improve accuracy or efficiency.**

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 4, instructional time will emphasize four areas: (1) extending understanding of multi-digit multiplication and division; (2) developing the relationship between fractions and decimals and beginning operations with both; (3) classifying and measuring angles and (4) developing an understanding for interpreting data to include mode, median and range.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 5012060

**Course Path: Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Mathematics > **SubSubject:**  
General Mathematics >

**Abbreviated Title:** GRADE FOUR MATH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Grade Level(s):** 4

## Educator Certifications

[Elementary Education \(Elementary Grades 1-6\)](#)

[Mathematics \(Elementary Grades 1-6\)](#)

[Elementary Education \(Grades K-6\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17779>



# Mathematics - Grade Five (#5012070) 2015 - 2022 (current)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

## Course Standards

Name	Description
<a href="#">MAFS.5.G.1.1:</a>	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
<a href="#">MAFS.5.G.1.2:</a>	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.
<a href="#">MAFS.5.G.2.3:</a>	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
<a href="#">MAFS.5.G.2.4:</a>	Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.
<a href="#">MAFS.5.MD.1.1:</a>	Convert among different-sized standard measurement units (i.e., km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec) within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
<a href="#">MAFS.5.MD.2.2:</a>	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2$ , $1/4$ , $1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.
<a href="#">MAFS.5.MD.3.3:</a>	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.
<a href="#">MAFS.5.MD.3.4:</a>	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = B \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.
<a href="#">MAFS.5.MD.3.5:</a>	c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. <div style="border: 1px solid black; padding: 5px;"><p><b>Clarifications:</b> <b>Examples of Opportunities for In-Depth Focus</b></p><p>Students work with volume as an attribute of a solid figure and as a measurement quantity. Students also relate volume to multiplication and addition. This work begins a progression leading to valuable skills in geometric measurement in middle school.</p></div>
<a href="#">MAFS.5.NBT.1.1:</a>	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. <div style="border: 1px solid black; padding: 5px;"><p><b>Clarifications:</b> <b>Examples of Opportunities for In-Depth Focus</b></p><p>The extension of the place value system from whole numbers to decimals is a major intellectual accomplishment involving understanding and skill with base-ten units and fractions.</p></div>
<a href="#">MAFS.5.NBT.1.2:</a>	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. Read, write, and compare decimals to thousandths.
<a href="#">MAFS.5.NBT.1.3:</a>	a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ . b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.
<a href="#">MAFS.5.NBT.1.4:</a>	Use place value understanding to round decimals to any place. Fluently multiply multi-digit whole numbers using the standard algorithm.
<a href="#">MAFS.5.NBT.2.5:</a>	<div style="border: 1px solid black; padding: 5px;"><p><b>Clarifications:</b> <b>Fluency Expectations or Examples of Culminating Standards</b></p><p>5.NBT.2.5 Students fluently multiply multi-digit whole numbers using the standard algorithm.</p></div> <p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations,</p>

rectangular arrays, and/or area models.

[MAFS.5.NBT.2.6:](#)

**Clarifications:**

**Examples of Opportunities for In-Depth Focus**

The extension from one-digit divisors to two-digit divisors requires care. This is a major milestone along the way to reaching fluency with the standard algorithm in grade 6 (6.NS.2).

[MAFS.5.NBT.2.7:](#)

Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

[MAFS.5.NF.1.1:](#)

Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result  $2/5 + 1/2 = 3/7$ , by observing that  $3/7 < 1/2$ .

[MAFS.5.NF.1.2:](#)

**Clarifications:**

**Examples of Opportunities for In-Depth Focus**

When students meet this standard, they bring together the threads of fraction equivalence (grades 3–5) and addition and subtraction (grades K–4) to fully extend addition and subtraction to fractions.

[MAFS.5.NF.2.3:](#)

Interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret  $3/4$  as the result of dividing 3 by 4, noting that  $3/4$  multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size  $3/4$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

- Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ .  
For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)
- Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

[MAFS.5.NF.2.4:](#)

**Clarifications:**

**Examples of Opportunities for In-Depth Focus**

When students meet this standard, they fully extend multiplication to fractions, making division of fractions in grade 6 (6.NS.1) a near target.

[MAFS.5.NF.2.5:](#)

Interpret multiplication as scaling (resizing), by:

- Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
- Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  $a/b = (n \times a)/(n \times b)$  to the effect of multiplying  $a/b$  by 1.

[MAFS.5.NF.2.6:](#)

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

[MAFS.5.NF.2.7:](#)

Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

- Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for  $(1/3) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ .
- Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for  $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $4 \div (1/5) = 20$  because  $20 \times (1/5) = 4$ .
- Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share  $1/2$  lb of chocolate equally? How many  $1/3$ -cup servings are in 2 cups of raisins?

[MAFS.5.OA.1.1:](#)

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

[MAFS.5.OA.1.2:](#)

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as  $2 \times (8 + 7)$ . Recognize that  $3 \times (18932 + 921)$  is three times as large as  $18932 + 921$ , without having to calculate the indicated sum or product.

[MAFS.5.OA.2.3:](#)

Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

**Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information

[MAFS.K12.MP.1.1:](#)

they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

#### Reason abstractly and quantitatively.

[MAFS.K12.MP.2.1:](#)

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

#### Construct viable arguments and critique the reasoning of others.

[MAFS.K12.MP.3.1:](#)

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

#### Model with mathematics.

[MAFS.K12.MP.4.1:](#)

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

#### Use appropriate tools strategically.

[MAFS.K12.MP.5.1:](#)

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

#### Attend to precision.

[MAFS.K12.MP.6.1:](#)

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

#### Look for and make use of structure.

[MAFS.K12.MP.7.1:](#)

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

#### Look for and express regularity in repeated reasoning.

[MAFS.K12.MP.8.1:](#)

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

[LAFS.5.SL.1.1:](#)

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

<a href="#">LAFS.5.SL.1.2:</a>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">LAFS.5.SL.1.3:</a>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">LAFS.5.W.1.2:</a>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<a href="#">ELD.K12.ELL.MA.1:</a>	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.
<a href="#">ELD.K12.ELL.SI.1:</a>	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### GENERAL NOTES

#### MAFS.5

In Grade 5, instructional time should focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

(1) Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.)

(2) Students develop understanding of why division procedures work based on the meaning of base-ten numerals and properties of operations. They finalize fluency with multi-digit addition, subtraction, multiplication, and division. They apply their understandings of models for decimals, decimal notation, and properties of operations to add and subtract decimals to hundredths. They develop fluency in these computations, and make reasonable estimates of their results. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers (i.e., a finite decimal multiplied by an appropriate power of 10 is a whole number), to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately.

(3) Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1-unit by 1-unit by 1-unit cube is the standard unit for measuring volume. They select appropriate units, strategies, and tools for solving problems that involve estimating and measuring volume. They decompose three-dimensional shapes and find volumes of right rectangular prisms by viewing them as decomposed into layers of arrays of cubes. They measure necessary attributes of shapes in order to determine volumes to solve real world and mathematical problems.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

#### Florida Standards Implementation Guide Focus Section:

The [Mathematics Florida Standards Implementation Guide](#) was created to support the teaching and learning of the Mathematics Florida Standards. The guide is compartmentalized into three components: focus, coherence, and rigor. Focus means narrowing the scope of content in each grade or course, so students achieve higher levels of understanding and experience math concepts more deeply. The Mathematics standards allow for the teaching and learning of mathematical concepts focused around major clusters at each grade level, enhanced by supporting and additional clusters. The major, supporting and additional clusters are identified, in relation to each

grade or course. The cluster designations for this course are below.

#### Major Clusters

MAFS.5.NBT.1 Understand the place value system.

MAFS.5.NBT.2 Perform operations with multi-digit whole numbers and with decimals to hundredths.

MAFS.5.NF.1 Use equivalent fractions as a strategy to add and subtract fractions.

MAFS.5.NF.2 Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

MAFS.5.MD.3 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

#### Supporting Clusters

MAFS.5.MD.1 Convert like measurement units within a given measurement system.

MAFS.5.MD.2 Represent and interpret data.

#### Additional Clusters

MAFS.5.OA.1 Write and interpret numerical expressions.

MAFS.5.OA.2 Analyze patterns and relationships.

MAFS.5.G.1 Graph points on the coordinate plane to solve real-world and mathematical problems.

MAFS.5.G.2 Classify two-dimensional figures into categories based on their properties.

**Note:** Clusters should not be sorted from major to supporting and then taught in that order. To do so would strip the coherence of the mathematical ideas and miss the opportunity to enhance the major work of the grade with the supporting and additional clusters.

## GENERAL INFORMATION

**Course Number:** 5012070

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades PreK to 5 Education  
Courses > **Subject:** Mathematics > **SubSubject:**  
General Mathematics >

**Abbreviated Title:** MATH GRADE FIVE

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Type:** Core Academic Course

**Course Status:** Course Approved

## Educator Certifications

[Elementary Education \(Elementary Grades 1-6\)](#)

[Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\)](#)

[Elementary Education \(Grades K-6\)](#)

There are more than 556 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2015%20-%202022%20\(current\)/Public/PreviewCourse/Preview/13037](https://www.cpalms.org?title=2015%20-%202022%20(current)/Public/PreviewCourse/Preview/13037)

**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">MA.6.AR.1.1:</a>	Given a mathematical or real-world context, translate written descriptions into algebraic expressions and translate algebraic expressions into written descriptions.
<a href="#">MA.6.AR.1.2:</a>	Translate a real-world written description into an algebraic inequality in the form of $x > a$ , $x < a$ , $x \geq a$ or $x \leq a$ . Represent the inequality on a number line.
<a href="#">MA.6.AR.1.3:</a>	Evaluate algebraic expressions using substitution and order of operations.
<a href="#">MA.6.AR.1.4:</a>	Apply the properties of operations to generate equivalent algebraic expressions with integer coefficients.
<a href="#">MA.6.AR.2.1:</a>	Given an equation or inequality and a specified set of integer values, determine which values make the equation or inequality true or false.
<a href="#">MA.6.AR.2.2:</a>	Write and solve one-step equations in one variable within a mathematical or real-world context using addition and subtraction, where all terms and solutions are integers.
<a href="#">MA.6.AR.2.3:</a>	Write and solve one-step equations in one variable within a mathematical or real-world context using multiplication and division, where all terms and solutions are integers.
<a href="#">MA.6.AR.2.4:</a>	Determine the unknown decimal or fraction in an equation involving any of the four operations, relating three numbers, with the unknown in any position.
<a href="#">MA.6.AR.3.1:</a>	Given a real-world context, write and interpret ratios to show the relative sizes of two quantities using appropriate notation: $\frac{a}{b}$ , a to b, or a:b where $b \neq 0$ .
<a href="#">MA.6.AR.3.2:</a>	Given a real-world context, determine a rate for a ratio of quantities with different units. Calculate and interpret the corresponding unit rate.

<a href="#">MA.6.AR.3.3:</a>	<p>Extend previous understanding of fractions and numerical patterns to generate or complete a two- or three-column table to display equivalent part-to-part ratios and part-to-part-to-whole ratios.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes using two-column tables (e.g., a relationship between two variables) and three-column tables (e.g., part-to-part-to-whole relationship) to generate conversion charts and mixture charts.</p>
<a href="#">MA.6.AR.3.4:</a>	<p>Apply ratio relationships to solve mathematical and real-world problems involving percentages using the relationship between two quantities.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the comparison of <math>\frac{\text{part}}{\text{whole}}</math> to <math>\frac{\text{percent}}{100}</math> in order to determine the percent, the part or the whole.</p>
<a href="#">MA.6.AR.3.5:</a>	<p>Solve mathematical and real-world problems involving ratios, rates and unit rates, including comparisons, mixtures, ratios of lengths and conversions within the same measurement system.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes the use of tables, tape diagrams and number lines.</p>
<a href="#">MA.6.DP.1.1:</a>	<p>Recognize and formulate a statistical question that would generate numerical data.</p>
<a href="#">MA.6.DP.1.2:</a>	<p>Given a numerical data set within a real-world context, find and interpret mean, median, mode and range.</p> <p><b>Clarifications:</b> Clarification 1: Numerical data is limited to positive rational numbers.</p>
<a href="#">MA.6.DP.1.3:</a>	<p>Given a box plot within a real-world context, determine the minimum, the lower quartile, the median, the upper quartile and the maximum. Use this summary of the data to describe the spread and distribution of the data.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes describing range, interquartile range, halves and quarters of the data.</p>
<a href="#">MA.6.DP.1.4:</a>	<p>Given a histogram or line plot within a real-world context, qualitatively describe and interpret the spread and distribution of the data, including any symmetry, skewness, gaps, clusters, outliers and the range.</p> <p><b>Clarifications:</b> Clarification 1: Refer to <a href="#">K-12 Mathematics Glossary (Appendix C)</a>.</p>
<a href="#">MA.6.DP.1.5:</a>	<p>Create box plots and histograms to represent sets of numerical data within real-world contexts.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes collecting data and discussing ways to collect truthful data to construct graphical representations. Clarification 2: Within this benchmark, it is the expectation to use appropriate titles, labels, scales and units when constructing graphical representations. Clarification 3: Numerical data is limited to positive rational numbers.</p>
<a href="#">MA.6.DP.1.6:</a>	<p>Given a real-world scenario, determine and describe how changes in data values impact measures of center and variation.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes choosing the measure of center or measure of variation depending on the scenario. Clarification 2: The measures of center are limited to mean and median. The measures of variation are limited to range and interquartile range. Clarification 3: Numerical data is limited to positive rational numbers.</p>
<a href="#">MA.6.GR.1.1:</a>	<p>Extend previous understanding of the coordinate plane to plot rational number ordered pairs in all four quadrants and on both axes. Identify the x- or y-axis as the line of reflection when two ordered pairs have an opposite x- or y-coordinate.</p>
<a href="#">MA.6.GR.1.2:</a>	<p>Find distances between ordered pairs, limited to the same x-coordinate or the same y-coordinate, represented on the coordinate plane.</p>
<a href="#">MA.6.GR.1.3:</a>	<p>Solve mathematical and real-world problems by plotting points on a coordinate plane, including finding the perimeter or area of a rectangle.</p> <p><b>Clarifications:</b> Clarification 1: Instruction includes finding distances between points, computing dimensions of a rectangle or determining a fourth vertex of a rectangle. Clarification 2: Problems involving rectangles are limited to cases where the sides are parallel to the axes.</p>
<a href="#">MA.6.GR.2.1:</a>	<p>Derive a formula for the area of a right triangle using a rectangle. Apply a formula to find the area of a triangle.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on the relationship between the area of a rectangle and the area of a right triangle. Clarification 2: Within this benchmark, the expectation is to know from memory a formula for the area of a triangle.</p>
<a href="#">MA.6.GR.2.2:</a>	<p>Solve mathematical and real-world problems involving the area of quadrilaterals and composite figures by decomposing them into triangles or rectangles.</p> <p><b>Clarifications:</b> Clarification 1: Problem types include finding area of composite shapes and determining missing dimensions. Clarification 2: Within this benchmark, the expectation is to know from memory a formula for the area of a rectangle and triangle. Clarification 3: Dimensions are limited to positive rational numbers.</p>
<a href="#">MA.6.GR.2.3:</a>	<p>Solve mathematical and real-world problems involving the volume of right rectangular prisms with positive rational number edge lengths using a visual model and a formula.</p> <p><b>Clarifications:</b> Clarification 1: Problem types include finding the volume or a missing dimension of a rectangular prism.</p>
	<p>Given a mathematical or real-world context, find the surface area of right rectangular prisms and right rectangular pyramids using the figure's net.</p> <p><b>Clarifications:</b> Clarification 1: Instruction focuses on representing a right rectangular prism and right rectangular pyramid with its net and on the connection between the surface area of a figure and its net.</p>

<a href="#">MA.6.GR.2.4:</a>	<p>Clarification 2: Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.</p> <p>Clarification 3: Problems involving right rectangular pyramids are limited to cases where the heights of triangles are given.</p> <p>Clarification 4: Dimensions are limited to positive rational numbers.</p>
<a href="#">MA.6.NSO.1.1:</a>	<p>Extend previous understanding of numbers to define rational numbers. Plot, order and compare rational numbers.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Within this benchmark, the expectation is to plot, order and compare positive and negative rational numbers when given in the same form and to plot, order and compare positive rational numbers when given in different forms (fraction, decimal, percentage).</p> <p>Clarification 2: Within this benchmark, the expectation is to use symbols (&lt;, &gt; or =).</p>
<a href="#">MA.6.NSO.1.2:</a>	<p>Given a mathematical or real-world context, represent quantities that have opposite direction using rational numbers. Compare them on a number line and explain the meaning of zero within its context.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes vertical and horizontal number lines, context referring to distances, temperatures and finances and using informal verbal comparisons, such as, lower, warmer or more in debt.</p> <p>Clarification 2: Within this benchmark, the expectation is to compare positive and negative rational numbers when given in the same form.</p>
<a href="#">MA.6.NSO.1.3:</a>	<p>Given a mathematical or real-world context, interpret the absolute value of a number as the distance from zero on a number line. Find the absolute value of rational numbers.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes the connection of absolute value to mirror images about zero and to opposites.</p> <p>Clarification 2: Instruction includes vertical and horizontal number lines and context referring to distances, temperature and finances.</p>
<a href="#">MA.6.NSO.1.4:</a>	<p>Solve mathematical and real-world problems involving absolute value, including the comparison of absolute value.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Absolute value situations include distances, temperatures and finances.</p> <p>Clarification 2: Problems involving calculations with absolute value are limited to two or fewer operations.</p> <p>Clarification 3: Within this benchmark, the expectation is to use integers only.</p>
<a href="#">MA.6.NSO.2.1:</a>	<p>Multiply and divide positive multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Multi-digit decimals are limited to no more than 5 total digits.</p>
<a href="#">MA.6.NSO.2.2:</a>	<p>Extend previous understanding of multiplication and division to compute products and quotients of positive fractions by positive fractions, including mixed numbers, with procedural fluency.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction focuses on making connections between visual models, the relationship between multiplication and division, reciprocals and algorithms.</p>
<a href="#">MA.6.NSO.2.3:</a>	<p>Solve multi-step real-world problems involving any of the four operations with positive multi-digit decimals or positive fractions, including mixed numbers.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Within this benchmark, it is not the expectation to include both decimals and fractions within a single problem.</p>
<a href="#">MA.6.NSO.3.1:</a>	<p>Given a mathematical or real-world context, find the greatest common factor and least common multiple of two whole numbers.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Within this benchmark, expectations include finding greatest common factor within 1,000 and least common multiple with factors to 25.</p>
<a href="#">MA.6.NSO.3.2:</a>	<p>Rewrite the sum of two composite whole numbers having a common factor, as a common factor multiplied by the sum of two whole numbers.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes using the distributive property to generate equivalent expressions.</p>
<a href="#">MA.6.NSO.3.3:</a>	<p>Evaluate positive rational numbers with natural number exponents.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Within this benchmark, expectations include using natural number exponents up to 5.</p>
<a href="#">MA.6.NSO.3.4:</a>	<p>Express composite whole numbers as a product of prime factors with natural number exponents.</p>
<a href="#">MA.6.NSO.3.5:</a>	<p>Rewrite positive rational numbers in different but equivalent forms including fractions, terminating decimals and percentages.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Rational numbers include decimal equivalence up to the thousandths place.</p>
<a href="#">MA.6.NSO.4.1:</a>	<p>Apply and extend previous understandings of operations with whole numbers to add and subtract integers with procedural fluency.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction begins with the use of manipulatives, models and number lines working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the inverse relationship between the operations of addition and subtraction. If p and q are integers, then <math>p - q = p + (-q)</math> and <math>p + q = p - (-q)</math>.</p>
<a href="#">MA.6.NSO.4.2:</a>	<p>Apply and extend previous understandings of operations with whole numbers to multiply and divide integers with procedural fluency.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes the use of models and number lines and the inverse relationship between multiplication and division, working towards becoming procedurally fluent by the end of grade 6.</p> <p>Clarification 2: Instruction focuses on the understanding that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers where <math>q \neq 0</math>, then <math>-\left(\frac{p}{q}\right) = \frac{-p}{q}</math>, <math>-\left(\frac{p}{q}\right) = \frac{p}{-q}</math> and <math>\frac{p}{q} = \frac{-p}{-q}</math>.</p>

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

**Course Number:** 1205010

**Course Path:** Section: Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Mathematics > **SubSubject:**  
General Mathematics >

**Abbreviated Title:** GRADE SIX MATH

**Course Length:** Year (Y)

**Course Type:** Core Academic Course

**Course Level:** 2

**Course Status:** Data entry status - hidden

### Educator Certifications

[Mathematics \(Elementary Grades 1-6\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Mathematics \(Grades 6-12\)](#)

[Elementary Education \(Grades K-6\)](#)

[Elementary Education \(Elementary Grades 1-6\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17781>

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## Course Standards

Name	Description
<a href="#">MA.7.AR.1.1:</a>	<p>Apply properties of operations to add and subtract linear expressions with rational coefficients.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes linear expressions in the form <math>ax \pm b</math> or <math>b \pm ax</math>, where <math>a</math> and <math>b</math> are rational numbers.            Clarification 2: Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>
<a href="#">MA.7.AR.1.2:</a>	<p>Determine whether two linear expressions are equivalent.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes using properties of operations accurately and efficiently.            Clarification 2: Instruction includes linear expressions in any form with rational coefficients.            Clarification 3: Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>
<a href="#">MA.7.AR.2.1:</a>	<p>Write and solve one-step inequalities in one variable within a mathematical context and represent solutions algebraically or graphically.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses on the properties of inequality. Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.            Clarification 2: Instruction includes inequalities in the forms <math>px &gt; q</math>; <math>\frac{x}{p} &gt; q</math>; <math>x \pm p &gt; q</math> and <math>p \pm x &gt; q</math>, where <math>p</math> and <math>q</math> are specific rational numbers and any inequality symbol can be represented.            Clarification 3: Problems include inequalities where the variable may be on either side of the inequality symbol.</p>
<a href="#">MA.7.AR.2.2:</a>	<p>Write and solve two-step equations in one variable within a mathematical or real-world context, where all terms are rational numbers.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses the application of the properties of equality. Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.            Clarification 2: Instruction includes equations in the forms <math>px \pm q = r</math> and <math>p(x \pm q) = r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers.            Clarification 3: Problems include linear equations where the variable may be on either side of the equal sign.</p>
<a href="#">MA.7.AR.3.1:</a>	<p>Apply previous understanding of percentages and ratios to solve multi-step real-world percent problems.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes discounts, markups, simple interest, tax, tips, fees, percent increase, percent decrease and percent error.</p>
<a href="#">MA.7.AR.3.2:</a>	<p>Apply previous understanding of ratios to solve real-world problems involving proportions.</p>
<a href="#">MA.7.AR.3.3:</a>	<p>Solve mathematical and real-world problems involving the conversion of units across different measurement systems.</p>
<a href="#">MA.7.AR.4.1:</a>	<p>Determine whether two quantities have a proportional relationship by examining a table, graph or written description.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses on the connection to ratios and on the constant of proportionality, which is the ratio between two quantities in a proportional relationship.</p>
<a href="#">MA.7.AR.4.2:</a>	<p>Determine the constant of proportionality within a mathematical or real-world context given a table, graph or written description of a proportional relationship.</p>
<a href="#">MA.7.AR.4.3:</a>	<p>Given a mathematical or real-world context, graph proportional relationships from a table, equation or a written description.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes equations of proportional relationships in the form of <math>y = px</math>, where <math>p</math> is the constant of proportionality.</p>
<a href="#">MA.7.AR.4.4:</a>	<p>Given any representation of a proportional relationship, translate the representation to a written description, table or equation.</p> <p><b>Clarifications:</b>            Clarification 1: Given representations are limited to a written description, graph, table or equation.            Clarification 2: Instruction includes equations of proportional relationships in the form of <math>y = px</math>, where <math>p</math> is the constant of proportionality.</p>
<a href="#">MA.7.AR.4.5:</a>	<p>Solve real-world problems involving proportional relationships.</p>
<a href="#">MA.7.DP.1.1:</a>	<p>Determine an appropriate measure of center or measure of variation to summarize numerical data, represented numerically or graphically, taking into consideration the context and any outliers.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes recognizing whether a measure of center or measure of variation is appropriate and can be justified based on the given context or the statistical purpose.            Clarification 2: Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots.            Clarification 3: The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.</p>

	<p>Given two numerical or graphical representations of data, use the measure(s) of center and measure(s) of variability to make comparisons, interpret results and draw conclusions about the two populations.</p> <p><b>Clarifications:</b>  Clarification 1: Graphical representations are limited to histograms, line plots, box plots and stem-and-leaf plots.  Clarification 2: The measure of center is limited to mean and median. The measure of variation is limited to range and interquartile range.</p>
<a href="#">MA.7.DP.1.2:</a>	
<a href="#">MA.7.DP.1.3:</a>	<p>Given categorical data from a random sample, use proportional relationships to make predictions about a population.</p>
<a href="#">MA.7.DP.1.4:</a>	<p>Use proportional reasoning to construct, display and interpret data in circle graphs.</p>
<a href="#">MA.7.DP.1.5:</a>	<p>Given a real-world numerical or categorical data set, choose and create an appropriate graphical representation.</p>
<a href="#">MA.7.DP.2.1:</a>	<p>Determine the sample space for a simple experiment.</p>
<a href="#">MA.7.DP.2.2:</a>	<p>Given the probability of a chance event, interpret the likelihood of it occurring. Compare the probabilities of chance events.</p>
<a href="#">MA.7.DP.2.3:</a>	<p>Find the theoretical probability of an event related to a simple experiment.</p>
<a href="#">MA.7.DP.2.4:</a>	<p>Use a simulation of a simple experiment to find experimental probabilities and compare them to theoretical probabilities.</p>
<a href="#">MA.7.GR.1.1:</a>	<p>Apply formulas to find the areas of trapezoids, parallelograms and rhombi.</p>
<a href="#">MA.7.GR.1.2:</a>	<p>Solve mathematical or real-world problems involving the area of polygons or composite figures by decomposing them into triangles or quadrilaterals.</p>
<a href="#">MA.7.GR.1.3:</a>	<p>Explore the proportional relationship between circumferences and diameters of circles. Apply a formula for the circumference of a circle to solve mathematical and real-world problems.</p>
<a href="#">MA.7.GR.1.4:</a>	<p>Explore and apply a formula to find the area of a circle to solve mathematical and real-world problems.</p>
<a href="#">MA.7.GR.1.5:</a>	<p>Solve mathematical and real-world problems involving dimensions and areas of geometric figures, including scale drawings and scale factors.</p>
<a href="#">MA.7.GR.1.5:</a>	<p>Given a mathematical or real-world context, find the surface area of a right circular cylinder using the figure's net.</p>

[MA.7.GR.2.1:](#)

**Clarifications:**

Clarification 1: Instruction focuses on representing a right circular cylinder with its net and on the connection between surface area of a figure and its net.

Clarification 2: Within this benchmark, the expectation is to find the surface area when given a net or when given a three-dimensional figure.

Clarification 3: Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder. Clarification 4:

**Solutions may be represented in terms of pi (n) or approximately.**

Solve real-world problems involving surface area of right circular cylinders.

[MA.7.GR.2.2:](#)

**Clarifications:**

Clarification 1: Within this benchmark, the expectation is not to memorize the surface area formula for a right circular cylinder or to find radius as a missing dimension.

Clarification 2: **Solutions may be represented in terms of pi (n) or approximately.**

Solve mathematical and real-world problems involving volume of right circular cylinders.

[MA.7.GR.2.3:](#)

**Clarifications:**

Clarification 1: Within this benchmark, the expectation is not to memorize the volume formula for a right circular cylinder or to find radius as a missing dimension.

Clarification 2: **Solutions may be represented in terms of pi (n) or approximately.**

Know and apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to whole-number exponents and rational number bases.

[MA.7.NSO.1.1:](#)

**Clarifications:**

Clarification 1: Instruction focuses on building the Laws of Exponents from specific examples. Refer to the [K-12 Formulas \(Appendix E\)](#) for the Laws of Exponents.

Clarification 2: Problems in the form  $\frac{a^n}{a^m} = a^p$  must result in a whole-number value for p.

[MA.7.NSO.1.2:](#)

Rewrite rational numbers in different but equivalent forms including fractions, mixed numbers, repeating decimals and percentages to solve mathematical and real-world problems.

[MA.7.NSO.2.1:](#)

Solve mathematical problems using multi-step order of operations with rational numbers including grouping symbols, whole-number exponents and absolute value.

**Clarifications:**

Clarification 1: Multi-step expressions are limited to 6 or fewer steps.

[MA.7.NSO.2.2:](#)

Add, subtract, multiply and divide rational numbers with procedural fluency.

[MA.7.NSO.2.3:](#)

Solve real-world problems involving any of the four operations with rational numbers.

**Clarifications:**

Clarification 1: Instruction includes using one or more operations to solve problems.

Mathematicians who participate in effortful learning both individually and with others:

- Analyze the problem in a way that makes sense given the task.
- Ask questions that will help with solving the task.
- Build perseverance by modifying methods as needed while solving a challenging task.
- Stay engaged and maintain a positive mindset when working to solve tasks.
- Help and support each other when attempting a new method or approach.

[MA.K12.MTR.1.1:](#)

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- Develop students' ability to analyze and problem solve.
- Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.

[MA.K12.MTR.3.1:](#)

- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.  
Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.  
Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.  
Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.
- Verify possible solutions by explaining the methods used.
- Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

**Clarifications:**

Teachers who encourage students to assess the reasonableness of solutions:

- Have students estimate or predict solutions prior to solving.
- Prompt students to continually ask, "Does this solution make sense? How do you know?"
- Reinforce that students check their work as they progress within and after a task.
- Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.  
Mathematicians who apply mathematics to real-world contexts:

- Connect mathematical concepts to everyday experiences.
- Use models and methods to understand, represent and solve problems.
- Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.

[MA.K12.MTR.7.1:](#)

**Clarifications:**

Teachers who encourage students to apply mathematics to real-world contexts:

- Provide opportunities for students to create models, both concrete and abstract, and perform investigations.
- Challenge students to question the accuracy of their models and methods.
- Support students as they validate conclusions by comparing them to the given situation.
- Indicate how various concepts can be applied to other disciplines.

[ELD.K12.ELL.MA.1:](#)

English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.

[ELD.K12.ELL.SI.1:](#)

English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

## GENERAL NOTES

In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

## GENERAL INFORMATION

**Course Number:** 1205040

**Course Path:** Section: Grades PreK to 12 Education

Courses > **Grade Group:** Grades 6 to 8 Education

Courses > **Subject:** Mathematics > **SubSubject:**

General Mathematics >

**Abbreviated Title:** GRADE SEVEN MATH

**Course Length:** Year (Y)

**Course Level:** 2

**Course Type:** Core Academic Course

**Course Status:** Data entry status - hidden

**Grade Level(s):** 7

## Educator Certifications

[Middle Grades Mathematics \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

[Mathematics \(Grades 6-12\)](#)

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Beyond

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**You are not viewing the current course, please click the current year's tab.**

## Course Standards

Name	Description
<a href="#">MA.8.AR.1.1:</a>	<p>Apply the Laws of Exponents to generate equivalent algebraic expressions, limited to integer exponents and monomial bases.</p> <p><b>Clarifications:</b>            Clarification 1: Refer to the <a href="#">K-12 Formulas (Appendix E)</a> for the Laws of Exponents.</p>
<a href="#">MA.8.AR.1.2:</a>	<p>Apply properties of operations to multiply two linear expressions with rational coefficients.</p> <p><b>Clarifications:</b>            Clarification 1: Problems are limited to products where at least one of the factors is a monomial.            Clarification 2: Refer to <a href="#">Properties of Operations, Equality and Inequality (Appendix D)</a>.</p>
<a href="#">MA.8.AR.1.3:</a>	<p>Rewrite the sum of two algebraic expressions having a common monomial factor as a common factor multiplied by the sum of two algebraic expressions.</p>
<a href="#">MA.8.AR.2.1:</a>	<p>Solve multi-step linear equations in one variable, with rational number coefficients. Include equations with variables on both sides.</p> <p><b>Clarifications:</b>            Clarification 1: Problem types include examples of one-variable linear equations that generate one solution, infinitely many solutions or no solution.</p>
<a href="#">MA.8.AR.2.2:</a>	<p>Solve two-step linear inequalities in one variable and represent solutions algebraically and graphically.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction includes inequalities in the forms <math>px \pm q &gt; r</math> and <math>p(x \pm q) &gt; r</math>, where <math>p</math>, <math>q</math> and <math>r</math> are specific rational numbers and where any inequality symbol can be represented.            Clarification 2: Problems include inequalities where the variable may be on either side of the inequality.</p>
<a href="#">MA.8.AR.2.3:</a>	<p>Given an equation in the form of <math>x^2=p</math> and <math>x^3=q</math>, where <math>p</math> is a whole number and <math>q</math> is an integer, determine the real solutions.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses on understanding that when solving <math>x^2=p</math>, there is both a positive and negative solution.            Clarification 2: Within this benchmark, the expectation is to calculate square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.</p>
<a href="#">MA.8.AR.3.1:</a>	<p>Determine if a linear relationship is also a proportional relationship.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses on the understanding that proportional relationships are linear relationships whose graph passes through the origin.            Clarification 2: Instruction includes the representation of relationships using tables, graphs, equations and written descriptions.</p>
<a href="#">MA.8.AR.3.2:</a>	<p>Given a table, graph or written description of a linear relationship, determine the slope.</p> <p><b>Clarifications:</b>            Clarification 1: Problem types include cases where two points are given to determine the slope.            Clarification 2: Instruction includes making connections of slope to the constant of proportionality and to similar triangles represented on the coordinate plane.</p>
<a href="#">MA.8.AR.3.3:</a>	<p>Given a table, graph or written description of a linear relationship, write an equation in slope-intercept form.</p>
<a href="#">MA.8.AR.3.4:</a>	<p>Given a mathematical or real-world context, graph a two-variable linear equation from a written description, a table or an equation in slope-intercept form.</p>
<a href="#">MA.8.AR.3.5:</a>	<p>Given a real-world context, determine and interpret the slope and y-intercept of a two-variable linear equation from a written description, a table, a graph or an equation in slope-intercept form.</p> <p><b>Clarifications:</b>            Clarification 1: Problems include conversions with temperature and equations of lines of fit in scatter plots.</p>
<a href="#">MA.8.AR.4.1:</a>	<p>Given a system of two linear equations and a specified set of possible solutions, determine which ordered pairs satisfy the system of linear equations.</p> <p><b>Clarifications:</b>            Clarification 1: Instruction focuses on the understanding that a solution to a system of equations satisfies both linear equations simultaneously.</p>
<a href="#">MA.8.AR.4.2:</a>	<p>Given a system of two linear equations represented graphically on the same coordinate plane, determine whether there is one solution, no solution or infinitely many solutions.</p>
	<p>Given a mathematical or real-world context, solve systems of two linear equations by graphing.</p> <p><b>Clarifications:</b></p>

<a href="#">MA.8.AR.4.3:</a>	<p>Clarification 1: Instruction includes approximating non-integer solutions.</p> <p>Clarification 2: Within this benchmark, it is the expectation to represent systems of linear equations in slope-intercept form only.</p> <p>Clarification 3: Instruction includes recognizing that parallel lines have the same slope.</p>
<a href="#">MA.8.DP.1.1:</a>	<p>Given a set of real-world bivariate numerical data, construct a scatter plot or a line graph as appropriate for the context.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes recognizing similarities and differences between scatter plots and line graphs, and on determining which is more appropriate as a representation of the data based on the context.</p> <p>Clarification 2: Sets of data are limited to 20 points.</p>
<a href="#">MA.8.DP.1.2:</a>	<p>Given a scatter plot within a real-world context, describe patterns of association.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Descriptions include outliers; positive or negative association; linear or nonlinear association; strong or weak association.</p>
<a href="#">MA.8.DP.1.3:</a>	<p>Given a scatter plot with a linear association, informally fit a straight line.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction focuses on the connection to linear functions.</p> <p>Clarification 2: Instruction includes using a variety of tools, including a ruler, to draw a line with approximately the same number of points above and below the line.</p>
<a href="#">MA.8.DP.2.1:</a>	<p>Determine the sample space for a repeated experiment.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes recording sample spaces for repeated experiments using organized lists, tables or tree diagrams.</p> <p>Clarification 2: Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.</p> <p>Clarification 3: Repetition of experiments is limited to two times except for tossing a coin.</p>
<a href="#">MA.8.DP.2.2:</a>	<p>Find the theoretical probability of an event related to a repeated experiment.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.</p> <p>Clarification 3: Repetition of experiments is limited to two times except for tossing a coin.</p>
<a href="#">MA.8.DP.2.3:</a>	<p>Solve real-world problems involving probabilities related to single or repeated experiments, including making predictions based on theoretical probability.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes making connections to proportional relationships and representing probability as a fraction, percentage or decimal.</p> <p>Clarification 2: Experiments to be repeated are limited to tossing a fair coin, rolling a fair die, picking a card randomly from a deck with replacement, picking marbles randomly from a bag with replacement and spinning a fair spinner.</p> <p>Clarification 3: Repetition of experiments is limited to two times except for tossing a coin.</p>
<a href="#">MA.8.F.1.1:</a>	<p>Given a set of ordered pairs, a table, a graph or mapping diagram, determine whether the relationship is a function. Identify the domain and range of the relation.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes referring to the input as the independent variable and the output as the dependent variable.</p> <p>Clarification 2: Within this benchmark, it is the expectation to represent domain and range as a list of numbers or as an inequality.</p>
<a href="#">MA.8.F.1.2:</a>	<p>Given a function defined by a graph or an equation, determine whether the function is a linear function. Given an input-output table, determine whether it could represent a linear function.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes recognizing that a table may not determine a function.</p>
<a href="#">MA.8.F.1.3:</a>	<p>Analyze a real-world written description or graphical representation of a functional relationship between two quantities and identify where the function is increasing, decreasing or constant.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Problem types are limited to continuous functions.</p> <p>Clarification 2: Analysis includes writing a description of a graphical representation or sketching a graph from a written description.</p>
<a href="#">MA.8.GR.1.1:</a>	<p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving unknown side lengths in right triangles.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes exploring right triangles with natural-number side lengths to illustrate the Pythagorean Theorem.</p> <p>Clarification 2: Within this benchmark, the expectation is to memorize the Pythagorean Theorem.</p> <p>Clarification 3: Radicands are limited to whole numbers up to 225.</p>
<a href="#">MA.8.GR.1.2:</a>	<p>Apply the Pythagorean Theorem to solve mathematical and real-world problems involving the distance between two points in a coordinate plane.</p> <p><b>Clarifications:</b></p> <p>Clarification 1: Instruction includes making connections between distance on the coordinate plane and right triangles.</p> <p>Clarification 2: Within this benchmark, the expectation is to memorize the Pythagorean Theorem. It is not the expectation to use the distance formula.</p> <p>Clarification 3: Radicands are limited to whole numbers up to 225.</p>

<a href="#">MA.8.GR.1.3:</a>	Use the Triangle Inequality Theorem to determine if a triangle can be formed from a given set of sides. Use the Pythagorean Theorem to determine if a right triangle can be formed from a given set of sides.
<a href="#">MA.8.GR.1.4:</a>	Solve mathematical problems involving the relationships between supplementary, complementary, vertical or adjacent angles.
<a href="#">MA.8.GR.1.5:</a>	Solve problems involving the relationships of interior and exterior angles of a triangle. <b>Clarifications:</b> Clarification 1: Problems include using the Triangle Sum Theorem and representing angle measures as algebraic expressions.
<a href="#">MA.8.GR.1.6:</a>	Develop and use formulas for the sums of the interior angles of regular polygons by decomposing them into triangles. <b>Clarifications:</b> Clarification 1: Problems include representing angle measures as algebraic expressions.
<a href="#">MA.8.GR.2.1:</a>	Given a preimage and image generated by a single transformation, identify the transformation that describes the relationship. <b>Clarifications:</b> Clarification 1: Within this benchmark, transformations are limited to reflections, translations or rotations of images. Clarification 2: Instruction focuses on the preservation of congruence so that a figure maps onto a copy of itself.
<a href="#">MA.8.GR.2.2:</a>	Given a preimage and image generated by a single dilation, identify the scale factor that describes the relationship. <b>Clarifications:</b> Clarification 1: Instruction includes the connection to scale drawings and proportions. Clarification 2: Instruction focuses on the preservation of similarity and the lack of preservation of congruence when a figure maps onto a scaled copy of itself, unless the scaling factor is 1.
<a href="#">MA.8.GR.2.3:</a>	Describe and apply the effect of a single transformation on two-dimensional figures using coordinates and the coordinate plane. <b>Clarifications:</b> Clarification 1: Within this benchmark, transformations are limited to reflections, translations, rotations or dilations of images. Clarification 2: Lines of reflection are limited to the x-axis, y-axis or lines parallel to the axes. Clarification 3: Rotations must be about the origin and are limited to 90°, 180°, 270° or 360°. Clarification 4: Dilations must be centered at the origin.
<a href="#">MA.8.GR.2.4:</a>	Solve mathematical and real-world problems involving proportional relationships between similar triangles.
<a href="#">MA.8.NSO.1.1:</a>	Extend previous understanding of rational numbers to define irrational numbers within the real number system. Locate an approximate value of a numerical expression involving irrational numbers on a number line. <b>Clarifications:</b> Clarification 1: Instruction includes the use of number line and rational number approximations, and recognizing pi (n) as an irrational number. Clarification 2: Within this benchmark, the expectation is to approximate numerical expressions involving one arithmetic operation and estimating square roots or pi (n).
<a href="#">MA.8.NSO.1.2:</a>	Plot, order and compare rational and irrational numbers, represented in various forms. <b>Clarifications:</b> Clarification 1: Within this benchmark, it is not the expectation to work with the number e. Clarification 2: Within this benchmark, the expectation is to plot, order and compare square roots and cube roots. Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).
<a href="#">MA.8.NSO.1.3:</a>	Extend previous understanding of the Laws of Exponents to include integer exponents. Apply the Laws of Exponents to evaluate numerical expressions and generate equivalent numerical expressions, limited to integer exponents and rational number bases, with procedural fluency. <b>Clarifications:</b> Clarification 1: Refer to the <a href="#">K-12 Formulas (Appendix E)</a> for the Laws of Exponents.
<a href="#">MA.8.NSO.1.4:</a>	Express numbers in scientific notation to represent and approximate very large or very small quantities. Determine how many times larger or smaller one number is compared to a second number.
<a href="#">MA.8.NSO.1.5:</a>	Add, subtract, multiply and divide numbers expressed in scientific notation with procedural fluency. <b>Clarifications:</b> Clarification 1: Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
<a href="#">MA.8.NSO.1.6:</a>	Solve real-world problems involving operations with numbers expressed in scientific notation. <b>Clarifications:</b> Clarification 1: Instruction includes recognizing the importance of significant digits when physical measurements are involved. Clarification 2: Within this benchmark, for addition and subtraction with numbers expressed in scientific notation, exponents are limited to within 2 of each other.
<a href="#">MA.8.NSO.1.7:</a>	Solve multi-step mathematical and real-world problems involving the order of operations with rational numbers including exponents and radicals. <b>Clarifications:</b> Clarification 1: Multi-step expressions are limited to 6 or fewer steps. Clarification 2: Within this benchmark, the expectation is to simplify radicals by factoring square roots of perfect squares up to 225 and cube roots of perfect cubes from -125 to 125.
	Mathematicians who participate in effortful learning both individually and with others: <ul style="list-style-type: none"> <li>Analyze the problem in a way that makes sense given the task.</li> <li>Ask questions that will help with solving the task.</li> <li>Build perseverance by modifying methods as needed while solving a challenging task.</li> <li>Stay engaged and maintain a positive mindset when working to solve tasks.</li> </ul>

[MA.K12.MTR.1.1:](#)

- Help and support each other when attempting a new method or approach.

**Clarifications:**

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- Cultivate a community of growth mindset learners.
- Foster perseverance in students by choosing tasks that are challenging.
- **Develop students' ability to analyze and problem solve.**
- **Recognize students' effort when solving challenging problems.**

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- Build understanding through modeling and using manipulatives.
- Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- Progress from modeling problems with objects and drawings to using algorithms and equations.
- Express connections between concepts and representations.
- Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

**Clarifications:**

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- Help students make connections between concepts and representations.
- Provide opportunities for students to use manipulatives when investigating concepts.
- Guide students from concrete to pictorial to abstract representations as understanding progresses.
- Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- Select efficient and appropriate methods for solving problems within the given context.
- Maintain flexibility and accuracy while performing procedures and mental calculations.
- Complete tasks accurately and with confidence.
- Adapt procedures to apply them to a new context.
- Use feedback to improve efficiency when performing calculations.

[MA.K12.MTR.3.1:](#)

**Clarifications:**

Teachers who encourage students to complete tasks with mathematical fluency:

- Provide students with the flexibility to solve problems by selecting a procedure that allows them to solve efficiently and accurately.
- Offer multiple opportunities for students to practice efficient and generalizable methods.
- Provide opportunities for students to reflect on the method they used and determine if a more efficient method could have been used.

Engage in discussions that reflect on the mathematical thinking of self and others.

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- Communicate mathematical ideas, vocabulary and methods effectively.
- Analyze the mathematical thinking of others.
- Compare the efficiency of a method to those expressed by others.
- Recognize errors and suggest how to correctly solve the task.
- Justify results by explaining methods and processes.
- Construct possible arguments based on evidence.

[MA.K12.MTR.4.1:](#)

**Clarifications:**

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- Create opportunities for students to discuss their thinking with peers.
- Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- **Develop students' ability to justify methods and compare their responses to the responses of their peers.**

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- Focus on relevant details within a problem.
- Create plans and procedures to logically order events, steps or ideas to solve problems.
- Decompose a complex problem into manageable parts.
- Relate previously learned concepts to new concepts.
- Look for similarities among problems.
- Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

**Clarifications:**

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- Support students to develop generalizations based on the similarities found among problems.
- Provide opportunities for students to create plans and procedures to solve problems.
- **Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.**

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- Estimate to discover possible solutions.
- Use benchmark quantities to determine if a solution makes sense.
- Check calculations when solving problems.

<p><a href="#">MA.K12.MTR.6.1:</a></p> <p><a href="#">MA.K12.MTR.7.1:</a></p> <p><a href="#">ELD.K12.ELL.MA.1:</a></p> <p><a href="#">ELD.K12.ELL.SI.1:</a></p>	<ul style="list-style-type: none"> <li>• Verify possible solutions by explaining the methods used.</li> <li>• Evaluate results based on the given context.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to assess the reasonableness of solutions:</p> <ul style="list-style-type: none"> <li>• Have students estimate or predict solutions prior to solving.</li> <li>• Prompt students to continually ask, "Does this solution make sense? How do you know?"</li> <li>• Reinforce that students check their work as they progress within and after a task.</li> <li>• Strengthen students' ability to verify solutions through justifications.</li> </ul> <p>Apply mathematics to real-world contexts. Mathematicians who apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Connect mathematical concepts to everyday experiences.</li> <li>• Use models and methods to understand, represent and solve problems.</li> <li>• Perform investigations to gather data or determine if a method is appropriate. • Redesign models and methods to improve accuracy or efficiency.</li> </ul> <p><b>Clarifications:</b> Teachers who encourage students to apply mathematics to real-world contexts:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to create models, both concrete and abstract, and perform investigations.</li> <li>• Challenge students to question the accuracy of their models and methods.</li> <li>• Support students as they validate conclusions by comparing them to the given situation.</li> <li>• Indicate how various concepts can be applied to other disciplines.</li> </ul> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics.</p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>
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## General Course Information and Notes

### VERSION DESCRIPTION

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

### GENERAL NOTES

In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

#### English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Mathematics. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at [sala@fldoe.org](mailto:sala@fldoe.org).

### GENERAL INFORMATION

<b>Course Number:</b> 1205070	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> Mathematics > <b>SubSubject:</b> General Mathematics >
<b>Course Type:</b> Core Academic Course	<b>Abbreviated Title:</b> GRADE EIGHT: PRE-ALG
<b>Course Status:</b> Data entry status - hidden	<b>Course Length:</b> Year (Y)
<b>Grade Level(s):</b> 8	<b>Course Level:</b> 2

## Educator Certifications

[Mathematics \(Grades 6-12\)](#)

[Middle Grades Mathematics \(Middle Grades 5-9\)](#)

[Middle Grades Integrated Curriculum \(Middle Grades 5-9\)](#)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17783>