

Access Points to Next  
Generation  
Sunshine State Standards -  
Benchmarks for Excellent  
Student Thinking (B.E.S.T.)  
English Language Arts, 2021

**English Language Arts (B.E.S.T. - Effective starting 2021-2022)  
Standards with Access Points Grades 3-5**

**GRADE: K**

<b>Strand: FOUNDATIONAL SKILLS</b>	
<b>Standard 1: Learning and Applying Foundational Reading Skills</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K.F.1.1	<p>Demonstrate knowledge of the basic concepts of print.</p> <ul style="list-style-type: none"> <li>a. Locate a printed word on a page.</li> <li>b. Distinguish letters from words within sentences.</li> <li>c. Match print to speech to demonstrate that language is represented by print.</li> <li>d. Identify parts of a book (front cover, back cover, title page).</li> <li>e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.</li> <li>f. Identify all upper- and lowercase letters of the alphabet.</li> <li>g. Recognize that print conveys specific meaning and pictures may support meaning.</li> </ul> <p><i>Clarifications:</i> <i>Clarification 1:</i> Matching print to speech involves making a one-to-one correspondence between a spoken word and the print on the page. This can be accomplished by having the child point to each word in a sentence as it is read by an adult.</p>
ELA.K.F.1.2	<p>Demonstrate phonological awareness.</p> <ul style="list-style-type: none"> <li>a. Blend and segment syllables in spoken words.</li> <li>b. Identify and produce alliterative and rhyming words.</li> <li>c. Blend and segment onset and rimes of single-syllable words.</li> <li>d. Identify the initial, medial, and final sound of spoken words.</li> <li>e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word.</li> <li>f. Segment and blend phonemes in single-syllable spoken words.</li> </ul> <p><i>Clarifications:</i> <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at the syllable, onset-rime, and phoneme levels. It does not involve print or letter knowledge.</p>
ELA.K.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</p> <ul style="list-style-type: none"> <li>a. Demonstrate knowledge of the most frequent sound for each consonant.</li> <li>b. Demonstrate knowledge of the short and long sounds for the five major vowels.</li> <li>c. Decode consonant-vowel-consonant (CVC) words.</li> </ul>

	<p>d. Encode consonant-vowel-consonant (CVC) words.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See K.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.K.F.1.4	<p>Recognize and read with automaticity grade-level high frequency words.</p> <p><u>Examples:</u></p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> Many of the high frequency words at this grade level are either irregularly spelled and therefore not decodable or are temporarily irregular, meaning that students have not yet learned the phonics rule that would enable them to decode the word. Those words that are decodable should be introduced to students using appropriate phonics rules. See K.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>

**Strand: READING**

**Standard 1: Reading Prose and Poetry**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K.R.1.1	<p>Describe the main character(s), setting, and important events in a story.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> In describing the main character, students can describe appearance, actions, feelings, and thoughts of the character. Students will explain what in the text their description is based on.  <i>Clarification 2:</i> 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.  <i>Clarification 3:</i> Descriptions can be oral, either in response to a question or through discussion.</p>
ELA.K.R.1.3	<p>Explain the roles of author and illustrator of a story.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Students will explain that the author writes the words and the illustrator creates the pictures, recognizing that sometimes one person does both jobs, as in Dr. Seuss' <i>Hop on Pop</i> where Dr. Seuss performs both roles.  <i>Clarification 2:</i> Students should also explain that both authors and illustrators contribute to the meaning of the text.</p>
ELA.K.R.1.4	<p>Identify rhyme in a poem.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> This benchmark builds on the skills from the phonological awareness benchmark ELA.K.F.1.2(a): Identify and produce alliterative and rhyming words. The expectation is that students identify rhyming words in a poem that is read aloud.</p>

	<i>Clarification 2:</i> Students will also note where the rhyme is coming, e.g., at the end of a line.
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### Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.K.R.2.1	Use titles, headings, and illustrations to predict and confirm the topic of texts.  <i>Clarifications:</i> <i>Clarification 1:</i> The step of confirming the prediction is essential to mastery of this benchmark.
ELA.K.R.2.2	Identify the topic of and multiple details in a text.  <i>Clarifications:</i> <i>Clarification 1:</i> The topic is the general subject of the text, a word or a short phrase describing what the text is about. For example, the main topic of the book, <i>Why Should I Recycle?</i> , is recycling.
ELA.K.R.2.4	Explain the difference between opinions and facts about a topic.  <i>Clarifications:</i> <i>Clarification 1:</i> Students will explain which statements are fact and which are opinion within a text.  <i>Clarification 2:</i> Students will orally explain that facts are things that a person knows about something and that can be proven true or false. Students will orally explain that opinions are what a person thinks about something, often related to feelings or beliefs. Opinions cannot be proven true or false.  <i>Example:</i> “Dogs need food and water to survive” is a fact. It can be proven to be true. “Dogs are the best pets” is an opinion. It’s what someone may think, but it can’t be proven.

### Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.K.R.3.1	Identify and explain descriptive words in text(s).  <i>Clarifications:</i> <i>Clarification 1:</i> Students will explain examples of descriptive words in text and how they add meaning.  <i>Clarification 2:</i> Students will be introduced to the academic vocabulary word “adjective.” However, students are not expected to use the word independently. Discussion should focus on how the descriptive words add meaning to the text.
ELA.K.R.3.2	Retell a text orally to enhance comprehension:  a. Use main character(s), setting, and important events for a story. b. Use topic and details for an informational text.  <i>Clarifications:</i> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.K.R.3.3	Compare and contrast characters’ experiences in stories.  <i>Clarifications:</i>

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

**Standard 1: Communicating Through Writing**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K.C.1.1	Print many upper- and lowercase letters.  <i>Clarifications:</i> <i>Clarification 1:</i> Students should attend to spacing between letters.  <i>Clarification 2:</i> Of the many letters students need to be able to print, all vowels must be included. For example, a student who can print 22 letters, both upper- and lowercase, but not “a” or “A” has not mastered the benchmark.
ELA.K.C.1.2	Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order.  <i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all.  <i>Clarification 2:</i> See Writing Types.
ELA.K.C.1.3	Using a combination of drawing, dictating, and/or writing, express opinions about a topic or text with at least one supporting reason.  <i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, oral, drawn, dictated, or a combination of all.  <i>Clarification 2:</i> See Writing Types.
ELA.K.C.1.4	Using a combination of drawing, dictating, and/or writing, provide factual information about a topic.  <i>Clarifications:</i> <i>Clarification 1:</i> The product can be written, drawn, dictated, or a combination of all. <i>Clarification 2:</i> Some opinion can be added to the information, but it should mostly be factual. It is important that students understand the difference between writing to explain and writing to express an opinion. <i>Clarification 3:</i> See Writing Types.
ELA.K.C.1.5	With guidance and support from adults, improve drawing and writing, as needed, by planning, revising, and editing.  <i>Clarifications:</i> <i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. For example, a lesson may focus on planning. In those instances, only the planning step would be focused on. By the end of the year, students should have ample opportunities to engage in planning, revising, and editing.

**Standard 2: Communicating Orally**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K.C.2.1	Present information orally using complete sentences.  <i>Clarifications:</i> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.

### Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.K.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Begin each sentence with a capital letter and use ending punctuation.</li> <li>• Capitalize the days of the week, the months of the year, and the pronoun I.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/.</li> <li>• Use interrogatives to ask questions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>

### Standard 4: Researching

BENCHMARK CODE	BENCHMARK
ELA.K.C.4.1	Recall information to answer a question about a single topic.

### Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.K.C.5.1	<p>Use a multimedia element to enhance oral or written tasks.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.            At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.</p>

## Strand: VOCABULARY

### Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.K.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to</p>

	comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.  <i>Clarifications:</i> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.

# GRADE: 1

<b>Strand: FOUNDATIONAL SKILLS</b>	
<b>Standard 1: Learning and Applying Foundational Reading Skills</b>	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.1.F.1.1	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.
ELA.1.F.1.2	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> <li>e. Segment and blend phonemes in multi-syllable spoken words.</li> </ul> <i>Clarifications:</i> <i>Clarification 1:</i> 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.
ELA.1.F.1.3	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> <i>Clarifications:</i>

	<p><i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 1.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.1.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>a. Recognize and read with automaticity the grade-level sight words.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Dolch and Fry word lists.  <i>Clarification 2:</i> 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 1.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.  <i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with speed.  <i>Clarification 4:</i> “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.  <i>Clarification 5:</i> 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.</p>

**Strand: READING**

**Standard 1: Reading Prose and Poetry**

BENCHMARK CODE	BENCHMARK
ELA.1.R.1.1	<p>Identify and describe the main story elements in a story.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.</p> <p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> 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.</p>
ELA.1.R.1.2	<p>Identify and explain the moral of a story.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p>
ELA.1.R.1.3	<p>Explain who is telling the story using context clues.</p>



	<p><i>Clarifications:</i>  <i>Clarification 1:</i> Students will use the term “narrator” to refer to the speaker telling the story. Students will determine if the narrator is a character in the story or a speaker outside of the story. Students will give reasons why they know who is speaking.</p>
ELA.1.R.1.4	<p>Identify stanzas and line breaks in poems.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> This benchmark can be paired with R.1.1, R.1.2, R.1.3, and R.3.2 for instruction with story poems.</p>

## Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts.
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
ELA.1.R.2.3	<p>Explain similarities and differences between information provided in visuals and words in an informational text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> When explaining similarities and differences, students will also explain how the visuals and words help the reader make sense of the topic.</p> <p><i>Clarification 2:</i> During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>
ELA.1.R.2.4	Identify an author’s opinion(s) about the topic.

## Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.1.R.3.1	<p>Identify and explain descriptive words and phrases in text(s).</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Continue to expose students to the academic vocabulary word “adjective.” Discussion should focus on how the descriptive words add meaning to the text.</p>
ELA.1.R.3.2	<p>Retell a text in oral or written form to enhance comprehension.</p> <p>a. Use main character(s), setting, and important events for a story.  b. Use topic and details for an informational text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.1.R.3.3	<p>Compare and contrast two texts on the same topic.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students are being asked to compare and contrast. During instruction, give students opportunities to see visual representations of similarities and differences using tools such as Venn diagrams or T-charts.</p>

## Strand: COMMUNICATION

### Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.1.C.1.1	Print all upper- and lowercase letters.  <i>Clarifications:</i> <i>Clarification 1:</i> Students should have adequate spacing between letters and/or words.
ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.3	Write opinions about a topic or text with at least one supporting reason from a source and a sense of closure.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising, and editing.  <i>Clarifications:</i> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.  <i>Clarifications:</i> <i>Clarification 1:</i> For further guidance, see the Elementary Oral Communication Rubric.

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.1.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.  <i>Clarifications:</i> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Capitalize proper nouns.</li> <li>• Form and use simple verb tenses for regular verbs by adding the affix -ed.</li> <li>• Form and use complete simple sentences.</li> <li>• Use possessives.</li> <li>• Use subject-verb agreement in simple sentences.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> </ul>

	<ul style="list-style-type: none"> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> <p>Clarification 2: See Convention Progression by Grade Level for more information.</p>
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Standard 4: Researching	
BENCHMARK CODE	BENCHMARK
ELA.1.C.4.1	<p>Participate in research to gather information to answer a question about a single topic.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> The question could ask for an explanation or could ask how to do something, where the appropriate response could be to give a sequence of steps or instructions.</p>

Standard 5: Creating and Collaborating	
BENCHMARK CODE	BENCHMARK
ELA.1.C.5.1	<p>Use a multimedia element to enhance oral or written tasks.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, a drawing, picture, artifact, audio or digital representation.            At this grade level, the element should relate to the task. As long as the student is able to explain how the picture relates, the multimedia element is suitable. The element may be shared at the beginning or added on to the end instead of shared during the course of the task. There is no expectation that the element be integrated into the task.</p>
ELA.1.C.5.2	<p>Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.</p>

**Strand: VOCABULARY**

Standard 1: Finding Meaning	
BENCHMARK CODE	BENCHMARK
ELA.1.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, are vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.1.V.1.2	<p>Identify and use frequently occurring base words and their common inflections in grade-level content.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See Base Words for frequently occurring base words.  <i>Clarification 2:</i> Inflectional endings, the inflections referred to here, are added to the end of a word to add additional information.  <i>Example:</i> Regular verbs add the inflectional ending -ed to indicate the past tense.</p>

ELA.1.V.1.3	<p>Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p>
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## GRADE: 2

**Strand: FOUNDATIONAL SKILLS**

**Standard 1: Applying Foundational Reading Skills**

BENCHMARK CODE	BENCHMARK
ELA.2.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</li> <li>b. Decode regularly spelled two-syllable words with long and short vowels.</li> <li>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).</li> </ul> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds).</p> <p><i>Clarification 2:</i> Students will decode decodable high frequency words appropriate to the grade level. See 2.F.1.4 and Dolch and Fry word lists. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>
ELA.2.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Dolch and Fry word lists.</p> <p><i>Clarification 2:</i> 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 2.F.1.3. Students will read grade-level appropriate high frequency words, decodable or not, with automaticity.</p>

	<p><i>Clarification 3:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p> <p><i>Clarification 4:</i> 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.</p> <p><i>Clarification 5:</i> 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.</p>
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**Strand: READING**

**Standard 1: Reading Prose and Poetry**

BENCHMARK CODE	BENCHMARK
ELA.2.R.1.1	<p>Identify plot structure and describe main story elements in a literary text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Main story elements for the purpose of this benchmark are the setting, characters, and sequence of events of a story.  <i>Clarification 2:</i> For setting, students will describe where and when the events of the story are happening. The time element of setting will be addressed even when not explicitly indicated in the text.  <i>Clarification 3:</i> For character, student’s will describe characters’ traits, feelings, and behaviors.</p>
ELA.2.R.1.2	Identify and explain a theme of a literary text.
ELA.2.R.1.3	<p>Identify different characters’ perspectives in a literary text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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>
ELA.2.R.1.4	<p>Identify rhyme schemes in poems.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students will mark rhyme scheme and recognize rhyme scheme notation. Rhyme scheme notation uses capital letters, starting with A to mark the end of each line, repeating the letter for each line in the poem that rhymes with that line and progressing through the alphabet for each new end rhyme. Lines designated with the same letter all rhyme with each other.</p> <p><i>Examples:</i></p> <p>I never saw a Purple Cow, A  I never hope to see one; B  But I can tell you, anyhow, A  I'd rather see than be one B</p> <p style="text-align: center;">–Gelett Burgess</p> <p>Little Miss Muffet A  Sat on a tuffet, A  Eating her curds and whey; B  Along came a spider C  Who sat down beside her C  And frightened Miss Muffet away. B</p>

	–Traditional Nursery Rhyme
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**Standard 2: Reading Informational Text**

BENCHMARK CODE	BENCHMARK
ELA.2.R.2.1	Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.
ELA.2.R.2.2	Identify the central idea and relevant details in a text.
ELA.2.R.2.3	Explain an author’s purpose in an informational text.
ELA.2.R.2.4	Explain an author’s opinion(s) and supporting evidence.

**Standard 3: Reading Across Genres**

BENCHMARK CODE	BENCHMARK
ELA.2.R.3.1	Identify and explain similes, idioms, and alliteration in text(s).
ELA.2.R.3.2	Retell a text to enhance comprehension.  a. Use main story elements in a logical sequence for a literary text. b. Use the central idea and relevant details for an informational text.  <i>Clarifications:</i> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.  <i>Clarifications:</i> <i>Clarification 1:</i> For literary texts, students can compare and contrast story elements such as characters, illustrations, and sequence of events.  <i>Clarification 2:</i> The different versions may be of the same or different formats.

**Strand: COMMUNICATION**

**Standard 1: Communicating Through Writing**

BENCHMARK CODE	BENCHMARK
ELA.2.C.1.1	Demonstrate legible printing skills.
ELA.2.C.1.2	Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
ELA.2.C.1.3	Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.  <i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.

ELA.2.C.1.5	<p>Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> “As needed” refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>
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**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.2.C.2.1	<p>Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Clear pronunciation shows 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.2.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Form plurals -y to -ies.</li> <li>• Use apostrophes to form contractions.</li> <li>• Appropriately use pronouns.</li> <li>• Use commas in a series.</li> <li>• Use plural possessives.</li> <li>• Use interjections.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs.</li> <li>• Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations.</li> <li>• Use commas to indicate direct address.</li> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>

Standard 4: Researching	
BENCHMARK CODE	BENCHMARK
ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic using multiple sources.

Standard 5: Creating and Collaborating	
BENCHMARK CODE	BENCHMARK
ELA.2.C.5.1	Use one or more multimedia element(s) to enhance oral or written tasks.  <i>Clarifications:</i> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the element(s) should relate directly to the task. There is no expectation that the element(s) be integrated into the task. The student can but is not required to use more than one multimedia element.
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.

## Strand: VOCABULARY

Standard 1: Finding Meaning	
BENCHMARK CODE	BENCHMARK
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.  <i>Clarifications:</i> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.  <i>Clarifications:</i> <i>Clarification 1:</i> See Base Words.
ELA.2.V.1.3	Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.  <i>Clarifications:</i> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.

## GRADE: 3

## Strand: FOUNDATIONAL SKILLS

Standard 1: Learning and Applying Foundational Reading Skills
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BENCHMARK CODE	BENCHMARK
<p>ELA.3.F.1.3</p>	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <ul style="list-style-type: none"> <li>a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</li> <li>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).</li> <li>c. Decode multisyllabic words.</li> </ul> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.  <i>Clarification 2:</i> See Affixes and the Parts of Speech They Form.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.F.1.AP.3a  Decode words with common Greek and Latin roots and affixes (see 3.V.1.2).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.3.F.1.AP.3b  Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.3.F.1.AP.3c  Decode multisyllabic words.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.3.F.1.AP.4  Read grade-level text at the student’s ability level with accuracy and expression.  <u>Date Adopted or Revised:</u>  07/21</p>
<p>ELA.3.F.1.4</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.  <i>Clarification 2:</i> 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.  <i>Clarification 3:</i> 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.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.F.1.AP.3a  Decode words with common Greek and Latin roots and affixes (see 3.V.1.2).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.3.F.1.AP.3b  Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.3.F.1.AP.3c  Decode multisyllabic words.</p>

	<u>Date Adopted or Revised:</u> 07/21
	ELA.3.F.1.AP.4 Read grade-level text at the student's ability level with accuracy and expression. <u>Date Adopted or Revised:</u> 07/21

**Strand: READING**

**Standard 1: Reading Prose and Poetry**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.3.R.1.1	<p>Explain how one or more characters develop throughout the plot in a literary text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> When explaining character development, students will include character traits, feelings, motivations, and responses to situations.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.R.1.2	<p>Explain a theme and how it develops, using details, in a literary text.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.R.1.3	<p>Explain different characters' perspectives in a literary text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p>

	<p>ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.3.R.1.4	<p>Identify types of poems: free verse, rhymed verse, haiku, and limerick.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> For examples of these forms, see Appendix B.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme. <i>Date Adopted or Revised:</i> 07/21</p>

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.3.R.2.1	<p>Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.2.AP.2 Identify the central idea and select a relevant detail that supports that idea in a text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.3.R.2.AP.4 Identify an author's claim and evidence used to support the claim.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.R.2.2	<p>Identify the central idea and explain how relevant details support that idea in a text.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.2 Identify the central idea and select a relevant detail that supports that idea in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.4 Identify an author's claim and evidence used to support the claim. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.R.2.3	<p>Explain the development of an author's purpose in an informational text.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.2 Identify the central idea and select a relevant detail that supports that idea in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.4 Identify an author's claim and evidence used to support the claim. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.R.2.4	<p>Identify an author's claim and explain how an author uses evidence to support the claim.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.2 Identify the central idea and select a relevant detail that supports that idea in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author's purpose. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.R.2.AP.4 Identify an author's claim and evidence used to support the claim. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 3: Reading Across Genres**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
<p>ELA.3.R.3.1</p>	<p>Identify and explain metaphors, personification, and hyperbole in text(s).</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> In addition to the types of figurative language listed in this benchmark, students are still working with types from previous grades such as simile, alliteration, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Elementary Figurative Language.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.3.AP.1            Identify metaphors, personification and hyperbole in text(s).  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.2a            Identify the plot for a literary text.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.2b            Identify the central idea and relevant details for an informational text.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.3            Compare and contrast important information presented by two authors on the same topic or theme.  <u>Date Adopted or Revised:</u>            07/21</p>
<p>ELA.3.R.3.2</p>	<p>Summarize a text to enhance comprehension.</p> <ul style="list-style-type: none"> <li>a. Include plot and theme for a literary text.</li> <li>b. Use the central idea and relevant details for an informational text.</li> </ul> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.R.3.AP.1            Identify metaphors, personification and hyperbole in text(s).  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.2a            Identify the plot for a literary text.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.2b            Identify the central idea and relevant details for an informational text.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.3.R.3.AP.3            Compare and contrast important information presented by two authors on the same topic or theme.  <u>Date Adopted or Revised:</u>            07/21</p>

ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
	<b>Related Access Point(s)</b>
	ELA.3.R.3.AP.1 Identify metaphors, personification and hyperbole in text(s). <i>Date Adopted or Revised:</i> 07/21
	ELA.3.R.3.AP.2a Identify the plot for a literary text. <i>Date Adopted or Revised:</i> 07/21
	ELA.3.R.3.AP.2b Identify the central idea and relevant details for an informational text. <i>Date Adopted or Revised:</i> 07/21
ELA.3.R.3.AP.3 Compare and contrast important information presented by two authors on the same topic or theme. <i>Date Adopted or Revised:</i> 07/21	

**Strand: COMMUNICATION**

**Standard 1: Communicating Through Writing**

BENCHMARK CODE	BENCHMARK
ELA.3.C.1.1	Write in cursive all upper- and lowercase letters.
	<b>Related Access Point(s)</b>
	ELA.3.C.1.AP.1 Write cursive letters with a model. <i>Date Adopted or Revised:</i> 07/21
	ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. <i>Date Adopted or Revised:</i> 07/21
	ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. <i>Date Adopted or Revised:</i> 07/21
ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. <i>Date Adopted or Revised:</i> 07/21	
ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. <i>Date Adopted or Revised:</i> 07/21	
ELA.3.C.1.2	Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.
	<i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types.
	<b>Related Access Point(s)</b>
	ELA.3.C.1.AP.1 Write cursive letters with a model.

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.C.1.3	<p>Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.C.1.AP.1 Write cursive letters with a model. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.C.1.4	<p>Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.C.1.AP.1 Write cursive letters with a model. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.C.1.5	<p>Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> As needed refers to the fact that sometimes instruction will focus on a specific skill or part of the process. In those instances, only the applicable activity will be engaged in.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.3.C.1.AP.1 Write cursive letters with a model. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.3.C.1.AP.5 Improve writing as needed by planning, revising and editing with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.3.C.2.1	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, and expressive delivery. Clear pronunciation should be interpreted to mean an</p>



	<p>understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. This grade level introduces an expectation that the information be presented in a logical sequence. A student may self-correct an error in sequence.</p> <p><i>Clarification 2:</i> For further guidance, see the <i>Elementary Oral Communication Rubric</i>.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.3.C.2.AP.1 Express information in a logical sequence, using nonverbal cues , using the student's identified mode of communication. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.3.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Conjugate regular and irregular verb tenses.</li> <li>• Form and use regular and frequently occurring irregular plural nouns.</li> <li>• Form and use the past tense of frequently occurring irregular verbs. • Maintain consistent verb tense across paragraphs.</li> <li>• Form and use irregular plural nouns.</li> <li>• Form and use the progressive and perfect verb tenses.</li> <li>• Use simple modifiers.</li> <li>• Use prepositions and prepositional phrases.</li> <li>• Form and use compound sentences.</li> <li>• Use quotation marks with dialogue and direct quotations. • Use commas to indicate direct address.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.3.C.4.1	<p>Conduct research to answer a question, organizing information about the topic from multiple sources.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the</p>

	skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.
	<b>Related Access Point(s)</b>
ELA.3.C.4.AP.1	Participate in research to answer a question, organizing information about the topic from multiple sources. <i>Date Adopted or Revised:</i> 07/21

### Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.  <i>Clarifications:</i> <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, the elements should relate directly to the presentation. The elements can reinforce or complement the information being shared. There is no expectation that the elements be fully integrated into the presentation.
	<b>Related Access Point(s)</b>
ELA.3.C.5.AP.1	Identify one or more multimedia elements to enhance oral and written tasks. <i>Date Adopted or Revised:</i> 07/21
ELA.3.C.5.AP.2	Use digital writing tools individually or collaboratively to draft writing with support from adults. <i>Date Adopted or Revised:</i> 07/21
ELA.3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
	<b>Related Access Point(s)</b>
ELA.3.C.5.AP.1	Identify one or more multimedia elements to enhance oral and written tasks. <i>Date Adopted or Revised:</i> 07/21
ELA.3.C.5.AP.2	Use digital writing tools individually or collaboratively to draft writing with support from adults. <i>Date Adopted or Revised:</i> 07/21

## Strand: VOCABULARY

### Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.  <i>Clarifications:</i> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.
	<b>Related Access Point(s)</b>
ELA.3.V.1.AP.1	Identify and use grade-level academic vocabulary appropriately in communication.

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words in appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.V.1.2	<p>Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words in appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.3.V.1.3	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.3.R.3.1 and Elementary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.3.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.3.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and</p>

	unknown words in appropriate to grade-level content at the student’s ability level. <i>Date Adopted or Revised:</i> 07/21
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# GRADE: 4

## Strand: FOUNDATIONAL SKILLS

### Standard 1: Learning and Applying Foundational Reading Skills

BENCHMARK CODE	BENCHMARK
ELA.4.F.1.3	<p>Use knowledge of grade-level phonics and word-analysis skills to decode words.</p> <p style="margin-left: 20px;">a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> At this level of reading, a student who is decoding at the phoneme level (i.e., “e-n-t-er-t-ai-n”) may decode a given text but will struggle with fluency and comprehension.  As such, phonics instruction should move toward decoding at the syllabication and morpheme level. For example, when a 4th-grader encounters the word “entertain” in text, we want him or her to segment by syllable (i.e., “en-ter-tain”) or by morphological structure (i.e., “enter-tain”).</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.F.1.AP.3a  Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.4.F.1.AP.4  Read grade-level text at the student’s ability level with accuracy and expression.  <i>Date Adopted or Revised:</i>  07/21</p>
ELA.4.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.    <i>Clarification 2:</i> 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.    <i>Clarification 3:</i> 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.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.F.1.AP.3a  Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context.</p>

	<u>Date Adopted or Revised:</u> 07/21
	ELA.4.F.1.AP.4 Read grade-level text at the student's ability level with accuracy and expression. <u>Date Adopted or Revised:</u> 07/21

**Strand: READING**

**Standard 1: Reading Prose and Poetry**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.4.R.1.1	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.
	<b>Related Access Point(s)</b>
	ELA.4.R.1.AP.1 Show how setting, events, conflict and character development relate to the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.2 Identify a stated theme and how it develops, using details, in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.3 Identify the narrator's point of view and character perspective in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.4 Identify repeated words, rhyme or phrases that create meaning in a poem. <u>Date Adopted or Revised:</u> 07/21
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.
	<u>Clarifications:</u> <i>Clarification 1:</i> An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.
	<b>Related Access Point(s)</b>
	ELA.4.R.1.AP.1 Show how setting, events, conflict and character development relate to the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.2 Identify a stated theme and how it develops, using details, in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.3 Identify the narrator's point of view and character perspective in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.1.AP.4 Identify repeated words, rhyme or phrases that create meaning in a poem. <u>Date Adopted or Revised:</u> 07/21
ELA.4.R.1.3	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.

	<p><i>Clarifications:</i>  <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.4.R.1.AP.1  Show how setting, events, conflict and character development relate to the plot in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.2  Identify a stated theme and how it develops, using details, in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.3  Identify the narrator’s point of view and character perspective in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.4  Identify repeated words, rhyme or phrases that create meaning in a poem.  <i>Date Adopted or Revised:</i>  07/21</p>
ELA.4.R.1.4	<p>Explain how rhyme and structure create meaning in a poem.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.4.R.1.AP.1  Show how setting, events, conflict and character development relate to the plot in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.2  Identify a stated theme and how it develops, using details, in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.3  Identify the narrator’s point of view and character perspective in a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.1.AP.4  Identify repeated words, rhyme or phrases that create meaning in a poem.  <i>Date Adopted or Revised:</i>  07/21</p>

Standard 2: Reading Informational Text	
BENCHMARK CODE	BENCHMARK
ELA.4.R.2.1	<p>Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.4.R.2.AP.1  Identify the text structures of problem/solution, sequence and description and how they contribute meaning in texts.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.2.AP.2  Identify relevant details that support an explicit central idea.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.4.R.2.AP.3  Explain an author’s perspective toward a topic in an informational text.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.4 Identify an author's claim by selecting evidence and a reason used to support the claim.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.R.2.2	<p>Explain how relevant details support the central idea, implied or explicit.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence and description and how they contribute meaning in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.2 Identify relevant details that support an explicit central idea. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.3 Explain an author's perspective toward a topic in an informational text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.4 Identify an author's claim by selecting evidence and a reason used to support the claim. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.R.2.3	<p>Explain an author's perspective toward a topic in an informational text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence and description and how they contribute meaning in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.2 Identify relevant details that support an explicit central idea. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.3 Explain an author's perspective toward a topic in an informational text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.4 Identify an author's claim by selecting evidence and a reason used to support the claim. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.R.2.4	<p>Explain an author's claim and the reasons and evidence used to support the claim.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence and description and how they contribute meaning in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.2.AP.2 Identify relevant details that support an explicit central idea.</p>

	<u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.2.AP.3 Explain an author's perspective toward a topic in an informational text. <u>Date Adopted or Revised:</u> 07/21
	ELA.4.R.2.AP.4 Identify an author's claim by selecting evidence and a reason used to support the claim. <u>Date Adopted or Revised:</u> 07/21

### Standard 3: Reading Across Genres

BENCHMARK CODE	BENCHMARK
ELA.4.R.3.1	<p>Explain how figurative language contributes to meaning in text(s).</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Elementary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.3.AP.2a Identify the plot and theme for a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.3.AP.2b Identify the central idea and relevant details for an informational text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.R.3.2	<p>Summarize a text to enhance comprehension.</p> <p style="padding-left: 40px;">a. Include plot and theme for a literary text. b. Include the central idea and relevant details for an informational text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in a text. <u>Date Adopted or Revised:</u> 07/21</p>



	<p>ELA.4.R.3.AP.2a Identify the plot and theme for a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.R.3.AP.2b Identify the central idea and relevant details for an informational text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.4.R.3.3	<p>Compare and contrast accounts of the same event using primary and/or secondary sources.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Introduce the terms “primary sources” and “secondary sources.”</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in a text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.R.3.AP.2a Identify the plot and theme for a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.R.3.AP.2b Identify the central idea and relevant details for an informational text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event. <i>Date Adopted or Revised:</i> 07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.4.C.1.1	<p>Demonstrate legible cursive writing skills.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Students will produce cursive writing that can be consistently read by others.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.4.C.1.AP.1 Write cursive letters. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.C.1.AP.3 Write a claim about a topic using evidence from a source with transitions.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.C.1.2	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as descriptions and transitional words and phrases.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Students were introduced to dialogue in 3rd grade. Although it is not mentioned specifically in this benchmark, students should continue to practice the technique and receive instruction in it. Dialogue is included for mastery in the 5th grade benchmark.</p> <p><i>Clarification 2:</i> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.C.1.AP.1 Write cursive letters. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.3 Write a claim about a topic using evidence from a source with transitions. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.C.1.3	<p>Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.C.1.AP.1 Write cursive letters. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate</p>

	<p>details, transitional words and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.3  Write a claim about a topic using evidence from a source with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.4  Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.4.C.1.4	<p>Write expository texts about a topic, using multiple sources, elaboration, and an organizational structure with transitions.</p> <p><u>Clarifications:</u>  <u>Clarification 1:</u> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.4.C.1.AP.1  Write cursive letters.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.3  Write a claim about a topic using evidence from a source with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.4  Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.4.C.1.5	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.4.C.1.AP.1  Write cursive letters.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.4.C.1.AP.3  Write a claim about a topic using evidence from a source with transitions.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.4</p> <p>Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion with transitions.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.C.1.AP.5</p> <p>Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
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Standard 2: Communicating Orally	
BENCHMARK CODE	BENCHMARK
ELA.4.C.2.1	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.4.C.2.AP.1</p> <p>Express information in a logical sequence, using nonverbal cues using the student's identified mode of communication.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Following Conventions	
BENCHMARK CODE	BENCHMARK
ELA.4.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use subject-verb agreement with intervening clauses and phrases.</li> <li>• Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>• Use conjunctions.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> <li>• Use verbals including gerunds, infinitives, and participial phrases.</li> </ul>

	<ul style="list-style-type: none"> <li>Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
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**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.  <i>Clarifications:</i> <i>Clarification 1:</i> 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.
	<b>Related Access Point(s)</b>
	ELA.4.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided valid sources. <i>Date Adopted or Revised:</i> 07/21

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.  <i>Clarifications:</i> <i>Clarification 1:</i> 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 emphasize a point made within the task, perhaps by showing examples or data to emphasize a point. The elements should be smoothly integrated.
	<b>Related Access Point(s)</b>
	ELA.4.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks. <i>Date Adopted or Revised:</i> 07/21
	ELA.4.C.5.AP.2 Use digital writing tools individually or collaboratively to draft and revise writing with support from adults. <i>Date Adopted or Revised:</i> 07/21
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft, and revise writing.
	<b>Related Access Point(s)</b>
	ELA.4.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks. <i>Date Adopted or Revised:</i> 07/21
	ELA.4.C.5.AP.2 Use digital writing tools individually or collaboratively to draft and revise writing with support from adults. <i>Date Adopted or Revised:</i> 07/21

**Strand: VOCABULARY****Standard 1: Finding Meaning**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.4.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.V.1.2	<p>Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5 and Affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.4.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.4.V.1.3	<p>Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.</p>

	<p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.4.R.3.1 and Elementary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.V.1.AP.2 Identify and use common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.4.V.1.AP.3 Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases in appropriate to grade-level content at the student's ability level with guidance and support. <i>Date Adopted or Revised:</i> 07/21</p>

## GRADE: 5

<b>Strand: FOUNDATIONAL SKILLS</b>	
Standard 1: Learning and Applying Foundational Reading Skills	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.5.F.1.3	<p>Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p> <p style="padding-left: 40px;">a. Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.F.1.AP.4 Read grade-level text at the student's ability level with accuracy and expression. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.5.F.1.4	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate.</p>

	<p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> 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.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.F.1.AP.3a Apply knowledge of letter-sound correspondences, syllabication patterns, and morphology to read and form familiar single-syllable and multisyllabic words in context. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.F.1.AP.4 Read grade-level text at the student's ability level with accuracy and expression. <i>Date Adopted or Revised:</i> 07/21</p>

**Strand: READING**

**Standard 1: Reading Prose and Poetry**

BENCHMARK CODE	BENCHMARK
ELA.5.R.1.1	Analyze how setting, events, conflict, and characterization contribute to the plot in a literary text.
	<b>Related Access Point(s)</b>
	<p>ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.5.R.1.2	<p>Explain the development of stated or implied theme(s) throughout a literary text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Where the development of multiple themes is being explained, the themes may come from the same or multiple literary texts.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text.</p>



	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.5.R.1.3	<p>Describe how an author develops a character's perspective in a literary text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.5.R.1.4	<p>Explain how figurative language and other poetic elements work together in a poem.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Figurative language for the purposes of this benchmark refers to metaphor, simile, alliteration, personification, hyperbole, imagery, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Poetic elements to be used for the purposes of this benchmark are form, rhyme, meter, line breaks, and imagery.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.5.R.2.1	<p>Explain how text structures and/or features contribute to the overall meaning of texts.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> For more information, see Text Structures and Text Features.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.2.AP.1            Show how text structures and/or features contribute to the overall meaning of texts.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.2            Identify relevant details that support a central idea, implied or explicit.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.3            Identify an author’s purpose and perspective in an informational text.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.4            Sequence the development of an argument.  <i>Date Adopted or Revised:</i>            07/21</p>
ELA.5.R.2.2	<p>Explain how relevant details support the central idea(s), implied or explicit.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.2.AP.1            Show how text structures and/or features contribute to the overall meaning of texts.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.2            Identify relevant details that support a central idea, implied or explicit.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.3            Identify an author’s purpose and perspective in an informational text.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.4            Sequence the development of an argument.  <i>Date Adopted or Revised:</i>            07/21</p>
ELA.5.R.2.3	<p>Analyze an author’s purpose and/or perspective in an informational text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.2.AP.1            Show how text structures and/or features contribute to the overall meaning of texts.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.2            Identify relevant details that support a central idea, implied or explicit.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.5.R.2.AP.3            Identify an author’s purpose and perspective in an informational text.  <i>Date Adopted or Revised:</i>            07/21</p>

	<p>ELA.5.R.2.AP.4 Sequence the development of an argument. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.5.R.2.4	<p>Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> A claim is a statement that asserts something is true. A claim can either be fact or opinion. Claims can be used alone or with other claims to form a larger argument.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.2.AP.1 Show how text structures and/or features contribute to the overall meaning of texts. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.2.AP.2 Identify relevant details that support a central idea, implied or explicit. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.2.AP.3 Identify an author’s purpose and perspective in an informational text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.2.AP.4 Sequence the development of an argument. <i>Date Adopted or Revised:</i> 07/21</p>

**Standard 3: Reading Across Genres**

BENCHMARK CODE	BENCHMARK
ELA.5.R.3.1	<p>Analyze how figurative language contributes to meaning in text(s).</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.5.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s). <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.3.AP.2a Identify the plot and theme for a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.3.AP.2b Identify the central idea and relevant details for an informational text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.5.R.3.AP.3 Compare and contrast important details from primary and secondary sources on the same topic. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.5.R.3.2	<p>Summarize a text to enhance comprehension.</p> <ul style="list-style-type: none"> <li>a. Include plot and theme for a literary text.</li> <li>b. Include the central idea and relevant details for an informational text.</li> </ul>

	<p><i>Clarifications:</i>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.R.3.AP.1  Identify examples of when figurative language is used to contribute to meaning in text(s).  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.2a  Identify the plot and theme for a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.2b  Identify the central idea and relevant details for an informational text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.3  Compare and contrast important details from primary and secondary sources on the same topic.  <i>Date Adopted or Revised:</i>  07/21</p>
ELA.5.R.3.3	<p>Compare and contrast primary and secondary sources related to the same topic.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.R.3.AP.1  Identify examples of when figurative language is used to contribute to meaning in text(s).  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.2a  Identify the plot and theme for a literary text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.2b  Identify the central idea and relevant details for an informational text.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.R.3.AP.3  Compare and contrast important details from primary and secondary sources on the same topic.  <i>Date Adopted or Revised:</i>  07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.5.C.1.1	<p>Demonstrate fluent and legible cursive writing skills.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students will use cursive writing to produce legible works within the same timeframe as they would use for writing in print.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.1.AP.1  Write cursive letters with adequate spacing.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.5.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, relevant</p>

	<p>details, transitional words, dialogue and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.3  Make a claim about a topic using evidence from sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.4  Write an expository text about a topic, using multiple sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.5.C.1.2	<p>Write personal or fictional narratives using a logical sequence of events and demonstrating an effective use of techniques such as dialogue, description, and transitional words and phrases.</p> <p><u>Clarifications:</u>  <u>Clarification 1:</u> See Writing Types.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.1.AP.1  Write cursive letters with adequate spacing.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.3  Make a claim about a topic using evidence from sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.4  Write an expository text about a topic, using multiple sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.5.C.1.3	<p>Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.</p> <p><u>Clarifications:</u>  <u>Clarification 1:</u> See Writing Types and Elaborative Techniques.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.1.AP.1  Write cursive letters with adequate spacing.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, relevant</p>

	<p>details, transitional words, dialogue and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.3  Make a claim about a topic using evidence from sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.4  Write an expository text about a topic, using multiple sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.5.C.1.4	<p>Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions.</p> <p><u>Clarifications:</u>  Clarification 1: See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.5.C.1.AP.1  Write cursive letters with adequate spacing.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.3  Make a claim about a topic using evidence from sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.4  Write an expository text about a topic, using multiple sources and an organizational structure with transitions.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.5  Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.5.C.1.5	<p>Improve writing by planning, revising, and editing, with guidance and support from adults and feedback from peers.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.5.C.1.AP.1  Write cursive letters with adequate spacing.  <u>Date Adopted or Revised:</u>  07/21</p>
	<p>ELA.5.C.1.AP.2  Write personal or fictional narratives using a logical sequence of events, relevant details, transitional words, dialogue and an ending.  <u>Date Adopted or Revised:</u>  07/21</p>

ELA.5.C.1.AP.3 Make a claim about a topic using evidence from sources and an organizational structure with transitions. <u>Date Adopted or Revised:</u> 07/21
ELA.5.C.1.AP.4 Write an expository text about a topic, using multiple sources and an organizational structure with transitions. <u>Date Adopted or Revised:</u> 07/21
ELA.5.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance, support and modeling from adults and feedback from peers. <u>Date Adopted or Revised:</u> 07/21

### Standard 2: Communicating Orally

BENCHMARK CODE	BENCHMARK
ELA.5.C.2.1	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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. This is the initial grade level that introduces appropriate pacing. 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Elementary Oral Communication Rubric.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.2.AP.1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's identified mode of communication. <u>Date Adopted or Revised:</u> 07/21</p>

### Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.5.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Use principal modals to indicate the mood of a verb.</li> <li>• Use appositives, main clauses, and subordinate clauses.</li> <li>• Recognize and correct inappropriate shifts in tense and number.</li> <li>• Use conjunctions correctly to join words and phrases in a sentence.</li> </ul>

	<p>Skills to be implemented but not yet mastered 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> <li>• Vary sentence structure.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
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**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.5.C.4.1	<p>Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.4.AP.1            Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources.  <i>Date Adopted or Revised:</i>            07/21</p>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.5.C.5.1	<p>Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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 emphasize or clarify a point made within the task, perhaps by showing examples to clarify a claim or data to emphasize a point. The elements should be smoothly integrated.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.5.AP.1            Use one or more multimedia elements to create emphasis in oral or written tasks.  <i>Date Adopted or Revised:</i>            07/21</p>
	<p>ELA.5.C.5.AP.2            Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults.  <i>Date Adopted or Revised:</i>            07/21</p>
ELA.5.C.5.2	<p>Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.C.5.AP.1            Use one or more multimedia elements to create emphasis in oral or written tasks.  <i>Date Adopted or Revised:</i>            07/21</p>



	<p>ELA.5.C.5.AP.2          Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults.  <u>Date Adopted or Revised:</u>          07/21</p>
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**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

BENCHMARK CODE	BENCHMARK
ELA.5.V.1.1	<p>Use grade-level academic vocabulary appropriately in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Grade-level academic vocabulary consists of words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.V.1.AP.1            Identify and use grade-level academic vocabulary appropriately in communication.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.5.V.1.AP.2            Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.5.V.1.AP.3            Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support.  <u>Date Adopted or Revised:</u>            07/21</p>
ELA.5.V.1.2	<p>Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words in grade-level content.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See Common Greek and Latin Roots 3-5, Affixes, and Parts of Speech.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.5.V.1.AP.1            Identify and use grade-level academic vocabulary appropriately in communication.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.5.V.1.AP.2            Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.5.V.1.AP.3            Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support.</p>

	<u>Date Adopted or Revised:</u> 07/21
ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.  <u>Clarifications:</u> <i>Clarification 1:</i> Instruction for this benchmark should include text read-alouds and think-alouds aimed at building and activating background knowledge. Review of words learned in this way is critical to building background knowledge and related vocabulary. Texts read aloud can be two grade levels higher than student reading level.  <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.5.R.3.1 and Elementary Figurative Language.
	<b>Related Access Point(s)</b>
	ELA.5.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication. <u>Date Adopted or Revised:</u> 07/21
	ELA.5.V.1.AP.2 Apply knowledge of Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21
	ELA.5.V.1.AP.3 Identify and use picture clues, context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21

## GRADE: 6

<b>Strand: READING</b>	
Standard 1: Reading Prose and Poetry	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.6.R.1.1	Analyze how the interaction between characters contributes to the development of a plot in a literary text.
	<b>Related Access Point(s)</b>
	ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text. <u>Date Adopted or Revised:</u> 07/21

	<p>ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.R.1.2	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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. <i>Clarification 2:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.R.1.3	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.R.1.4	<p>Describe the impact of various poetic forms on meaning and style.</p> <p><i>Clarifications:</i></p>

	<p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle. <u>Date Adopted or Revised:</u> 07/21</p>

<b>Standard 2: Reading Informational Text</b>	
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BENCHMARK CODE	BENCHMARK
ELA.6.R.2.1	Explain how individual text sections and/or features convey meaning in texts.
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.2.AP.3 Explain the purpose of two authors' accounts of the same event or topic. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.R.2.2	Analyze the central idea(s), implied or explicit, and its development throughout a text.
	<p><u>Clarifications:</u> <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.2.AP.3 Explain the purpose of two authors' accounts of the same event or topic. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.R.2.3	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.3 Explain the purpose of two authors' accounts of the same event or topic. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.R.2.4	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> 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).</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.3 Explain the purpose of two authors' accounts of the same event or topic. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text. <i>Date Adopted or Revised:</i> 07/21</p>

Standard 3: Reading Across Genres	
BENCHMARK CODE	BENCHMARK
ELA.6.R.3.1	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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><i>Clarification 2:</i> See Secondary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.3 Compare and contrast how authors from two time periods address the same or related topics in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.R.3.2	<p>Paraphrase content from grade-level texts.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.3 Compare and contrast how authors from two time periods address the same or related topics in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.R.3.3	<p>Compare and contrast how authors from different time periods address the same or related topics.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <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>

	<b>Related Access Point(s)</b>
	<p>ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.3 Compare and contrast how authors from two time periods address the same or related topics in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.R.3.4	<p>Identify rhetorical appeals in a text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.3 Compare and contrast how authors from two time periods address the same or related topics in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.6.C.1.2	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>

	<p><i>Clarification 2:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance and support. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.4 Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, considering feedback from adults and peers. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.C.1.3	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance and support. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.4 Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, considering feedback from adults and peers. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.6.C.1.4	<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><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance</p>



	<p>and support. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.C.1.AP.4 Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, considering feedback from adults and peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.C.1.5	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.C.1.AP.4 Write an expository text to explain information from a source(s), using a logical organizational structure, relevant elaboration and transitions. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, considering feedback from adults and peers. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.6.C.2.1	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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.</p>

	<p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.6.C.2.AP.1  Present information in a logical sequence, using the student’s identified mode of communication with guidance and support.  <i>Date Adopted or Revised:</i>  07/21</p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.6.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.6.C.4.1	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.6.C.4.AP.1  Conduct research to answer a question, identifying valid and reliable sources, with guidance and support.  <i>Date Adopted or Revised:</i>  07/21</p>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
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<p>ELA.6.C.5.1</p>	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.C.5.AP.1            Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.6.C.5.AP.2            Identify digital tools to produce writing.  <u>Date Adopted or Revised:</u>            07/21</p>
<p>ELA.6.C.5.2</p>	<p>Use digital tools to produce writing.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.C.5.AP.1            Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.6.C.5.AP.2            Identify digital tools to produce writing.  <u>Date Adopted or Revised:</u>            07/21</p>

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

BENCHMARK CODE	BENCHMARK
<p>ELA.6.V.1.1</p>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.V.1.AP.1            Use grade-level academic vocabulary in communication.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.6.V.1.AP.2            Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.V.1.2	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.6.V.1.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.6.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.6.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support.</p>

	<u>Date Adopted or Revised:</u> 07/21
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# GRADE: 7

## Strand: READING

### Standard 1: Reading Prose and Poetry

BENCHMARK CODE	BENCHMARK
ELA.7.R.1.1	Analyze the impact of setting on character development and plot in a literary text. <div style="text-align: center;"><b>Related Access Point(s)</b></div> ELA.7.R.1.AP.1 Explain how the setting impacts the characters and the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.3a Identify an unreliable narrator. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.4 Explain how the style of a poem affects its meaning. <u>Date Adopted or Revised:</u> 07/21
ELA.7.R.1.2	Compare two or more themes and their development throughout a literary text.  <u>Clarifications:</u> <i>Clarification 1:</i> 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. <i>Clarification 2:</i> 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. <div style="text-align: center;"><b>Related Access Point(s)</b></div> ELA.7.R.1.AP.1 Explain how the setting impacts the characters and the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text. <u>Date Adopted or Revised:</u> 07/21 ELA.7.R.1.AP.3a Identify an unreliable narrator.

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.4 Explain how the style of a poem affects its meaning.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.R.1.3	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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 of information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "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.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.1.AP.1 Explain how the setting impacts the characters and the plot in a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.3a Identify an unreliable narrator. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.1.AP.4 Explain how the style of a poem affects its meaning. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.R.1.4	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.1.AP.1 Explain how the setting impacts the characters and the plot in a literary text.</p>

	<u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text.
	<u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.1.AP.3a Identify an unreliable narrator.
	<u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text.
	<u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.1.AP.4 Explain how the style of a poem affects its meaning.
	<u>Date Adopted or Revised:</u> 07/21

**Standard 2: Reading Informational Text**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose in texts.
	<b>Related Access Point(s)</b>
	ELA.7.R.2.AP.1 Describe the purpose of a specific text section in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.2.AP.2 Identify two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.2.AP.3 Explain how the author's word choice influences the purpose of the text. <u>Date Adopted or Revised:</u> 07/21
ELA.7.R.2.2	ELA.7.R.2.AP.4 Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument. <u>Date Adopted or Revised:</u> 07/21
	Compare two or more central ideas and their development throughout a text.
	<b>Related Access Point(s)</b>
	ELA.7.R.2.AP.1 Describe the purpose of a specific text section in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.2.AP.2 Identify two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21
ELA.7.R.2.2	ELA.7.R.2.AP.3 Explain how the author's word choice influences the purpose of the text. <u>Date Adopted or Revised:</u> 07/21
	ELA.7.R.2.AP.4 Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument.

	<p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.R.2.3	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.2.AP.1 Describe the purpose of a specific text section in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.2 Identify two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.3 Explain how the author’s word choice influences the purpose of the text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.4 Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.R.2.4	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> 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).</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.2.AP.1 Describe the purpose of a specific text section in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.2 Identify two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.3 Explain how the author’s word choice influences the purpose of the text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.R.2.AP.4 Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Reading Across Genres	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>



<p>ELA.7.R.3.1</p>	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.3.AP.1          Explain how figurative language contributes to tone and meaning of a text(s).  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.2          Retell content from grade-level texts at the student’s ability level.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.3          Compare and contrast how two authors with different perspectives view the same theme in a text with developmentally appropriate content at the student’s skill level.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.4          Identify the meaning of irony in a text with developmentally appropriate content at the student’s skill level  <u>Date Adopted or Revised:</u>          07/21</p>
<p>ELA.7.R.3.2</p>	<p>Paraphrase content from grade-level texts.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.R.3.AP.1          Explain how figurative language contributes to tone and meaning of a text(s).  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.2          Retell content from grade-level texts at the student’s ability level.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.3          Compare and contrast how two authors with different perspectives view the same theme in a text with developmentally appropriate content at the student’s skill level.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.7.R.3.AP.4          Identify the meaning of irony in a text with developmentally appropriate content at the student’s skill level  <u>Date Adopted or Revised:</u>          07/21</p>
<p>ELA.7.R.3.3</p>	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>

	<p>ELA.7.R.3.AP.1 Explain how figurative language contributes to tone and meaning of a text(s). <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.3 Compare and contrast how two authors with different perspectives view the same theme in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.4 Identify the meaning of irony in a text with developmentally appropriate content at the student’s skill level <u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.R.3.4	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.7.R.3.AP.1 Explain how figurative language contributes to tone and meaning of a text(s). <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.3 Compare and contrast how two authors with different perspectives view the same theme in a text with developmentally appropriate content at the student’s skill level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.R.3.AP.4 Identify the meaning of irony in a text with developmentally appropriate content at the student’s skill level <u>Date Adopted or Revised:</u> 07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.7.C.1.2	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>

	<p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details and a logical organizational pattern. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.5 Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
ELA.7.C.1.3	<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><u><i>Clarifications:</i></u> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details and a logical organizational pattern. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.7.C.1.AP.5 Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
ELA.7.C.1.4	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p><u><i>Clarifications:</i></u> <i>Clarification 1:</i> See Writing Types.</p>
	<b>Related Access Point(s)</b>

	<p>ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details and a logical organizational pattern. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.5 Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.C.1.5	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging one counterclaim. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details and a logical organizational pattern. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.7.C.1.AP.5 Improve writing by planning, revising and editing, with guidance and support as needed, considering feedback from adults and peers. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 2: Communicating Orally	
BENCHMARK CODE	BENCHMARK
ELA.7.C.2.1	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>
	<p>ELA.7.C.2.AP.1 Present information in a logical sequence, emphasizing key points that support the central idea, using the student's identified mode of communication with guidance and support.</p>

	<u>Date Adopted or Revised:</u> 07/21
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**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.7.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.7.C.4.1	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.7.C.4.AP.1            Conduct research to answer a question, drawing on reliable and valid sources and generating an additional question, with guidance and support.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.7.C.5.1	Integrate diverse digital media to build cohesion in oral or written tasks.

	<p><i>Clarifications:</i>  <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.7.C.5.AP.1          Arrange one or more elements of digital media to enhance understanding in oral or written tasks with guidance and support.  <i>Date Adopted or Revised:</i>          07/21</p>
	<p>ELA.7.C.5.AP.2          Identify digital tools to produce and share writing.  <i>Date Adopted or Revised:</i>          07/21</p>
ELA.7.C.5.2	Use digital tools to produce and share writing.
	<b>Related Access Point(s)</b>
	<p>ELA.7.C.5.AP.1          Arrange one or more elements of digital media to enhance understanding in oral or written tasks with guidance and support.  <i>Date Adopted or Revised:</i>          07/21</p>
	<p>ELA.7.C.5.AP.2          Identify digital tools to produce and share writing.  <i>Date Adopted or Revised:</i>          07/21</p>

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

BENCHMARK CODE	BENCHMARK
ELA.7.V.1.1	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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>Related Access Point(s)</b>
	<p>ELA.7.V.1.AP.1          Use grade-level academic vocabulary in communication.  <i>Date Adopted or Revised:</i>          07/21</p>
	<p>ELA.7.V.1.AP.2          Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support.  <i>Date Adopted or Revised:</i>          07/21</p>
	<p>ELA.7.V.1.AP.3          Apply knowledge of context clues, figurative language, word relationships, reference</p>

	<p>materials and/or background knowledge to determine the connotative meaning of words and phrases, appropriate to grade-level content at the student’s ability level with guidance and support.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.V.1.2	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative meaning of words and phrases, appropriate to grade-level content at the student’s ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.7.V.1.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.7.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.7.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative meaning of words and phrases, appropriate to grade-level content at the student’s ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>

# GRADE: 8

Strand: READING	
Standard 1: Reading Prose and Poetry	
BENCHMARK CODE	BENCHMARK
ELA.8.R.1.1	Analyze the interaction between character development, setting, and plot in a literary text.
	<b>Related Access Point(s)</b>
	ELA.8.R.1.AP.1 Explain the relationship between the character development, setting and plot in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.2 Compare and contrast two themes and their development throughout a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.3 Describe how the author uses words and actions to show the characters' perspective. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.4 Explain the structure, sound and imagery in poetry. <u>Date Adopted or Revised:</u> 07/21
ELA.8.R.1.2	Analyze two or more themes and their development throughout a literary text.
	<u>Clarifications:</u> <i>Clarification 1:</i> 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. <i>Clarification 2:</i> 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.
	<b>Related Access Point(s)</b>
	ELA.8.R.1.AP.1 Explain the relationship between the character development, setting and plot in a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.2 Compare and contrast two themes and their development throughout a literary text. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.3 Describe how the author uses words and actions to show the characters' perspective. <u>Date Adopted or Revised:</u> 07/21
	ELA.8.R.1.AP.4 Explain the structure, sound and imagery in poetry. <u>Date Adopted or Revised:</u> 07/21



<p>ELA.8.R.1.3</p>	<p>Analyze how an author develops and individualizes the perspectives of different characters.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.R.1.AP.1          Explain the relationship between the character development, setting and plot in a literary text.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.2          Compare and contrast two themes and their development throughout a literary text.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.3          Describe how the author uses words and actions to show the characters’ perspective.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.4          Explain the structure, sound and imagery in poetry.  <u>Date Adopted or Revised:</u>          07/21</p>
<p>ELA.8.R.1.4</p>	<p>Analyze structure, sound, imagery, and figurative language in poetry.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.</p> <p><i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.</p> <p><i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.</p> <p><i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.R.1.AP.1          Explain the relationship between the character development, setting and plot in a literary text.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.2          Compare and contrast two themes and their development throughout a literary text.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.3          Describe how the author uses words and actions to show the characters’ perspective.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.8.R.1.AP.4          Explain the structure, sound and imagery in poetry.  <u>Date Adopted or Revised:</u>          07/21</p>

Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
ELA.8.R.2.1	<p>Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.3 Explain how an author’s use of figurative language establishes and/or achieves purpose. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.4 Identify a way in which the argument could be improved. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.8.R.2.2	<p>Analyze two or more central ideas and their development throughout a text.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.3 Explain how an author’s use of figurative language establishes and/or achieves purpose. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.8.R.2.AP.4 Identify a way in which the argument could be improved. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.8.R.2.3	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><i>Clarifications:</i></p> <p>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.</p> <p>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.</p> <p>Clarification 3: See Secondary Figurative Language.</p>

	<p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.3 Explain how an author's use of figurative language establishes and/or achieves purpose. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.4 Identify a way in which the argument could be improved. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.8.R.2.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> 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).</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.3 Explain how an author's use of figurative language establishes and/or achieves purpose. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.8.R.2.AP.4 Identify a way in which the argument could be improved. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Reading Across Genres	
BENCHMARK CODE	BENCHMARK
ELA.8.R.3.1	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile,</p>

	<p>alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of a text(s). <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.1b Identify examples of symbolism in a text. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.2 Retell content from grade-level texts at the student's ability level. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.3 Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student's skill level. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.4 Describe how an author's use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
ELA.8.R.3.2	<p>Paraphrase content from grade-level texts.</p> <p><u><i>Clarifications:</i></u> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of a text(s). <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.1b Identify examples of symbolism in a text. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.2 Retell content from grade-level texts at the student's ability level. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.3 Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student's skill level. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
	<p>ELA.8.R.3.AP.4 Describe how an author's use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. <u><i>Date Adopted or Revised:</i></u> 07/21</p>
ELA.8.R.3.3	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p><u><i>Clarifications:</i></u> <i>Clarification 1:</i> See Archetypes.</p>
	<b>Related Access Point(s)</b>

	<p>ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of a text(s). <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.1b Identify examples of symbolism in a text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.3 Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student’s skill level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.4 Describe how an author’s use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.8.R.3.4	<p>Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 4:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of a text(s). <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.1b Identify examples of symbolism in a text. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.2 Retell content from grade-level texts at the student’s ability level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.3 Compare and contrast how the author uses archetypes in a text with developmentally appropriate content at the student’s skill level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.R.3.AP.4 Describe how an author’s use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal. <i>Date Adopted or Revised:</i> 07/21</p>

**Standard 1: Communicating Through Writing**

BENCHMARK CODE	BENCHMARK
<p>ELA.8.C.1.2</p>	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.C.1.AP.2            Write a personal narrative using a clearly established point of view, precise words and figurative language.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.3            Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.4            Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.5            Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity.  <i>Date Adopted or Revised:</i>            07/21</p>
<p>ELA.8.C.1.3</p>	<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><i>Clarifications:</i>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.C.1.AP.2            Write a personal narrative using a clearly established point of view, precise words and figurative language.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.3            Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.4            Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.8.C.1.AP.5            Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity.  <i>Date Adopted or Revised:</i>            07/21</p>
<p>ELA.8.C.1.4</p>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p>

	<p><i>Clarifications:</i> Clarification 1: See Writing Types.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.1.AP.2 Write a personal narrative using a clearly established point of view, precise words and figurative language. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.5 Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.8.C.1.5	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.1.AP.2 Write a personal narrative using a clearly established point of view, precise words and figurative language. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.3 Make and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions, acknowledging and rebutting one counterclaim. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.4 Write an expository text to explain information from a source(s), using relevant supporting details, logical organization and purposeful transitions. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.8.C.1.AP.5 Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity. <i>Date Adopted or Revised:</i> 07/21</p>

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.8.C.2.1	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing.</p>

	<p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.2.AP.1  Present information in a logical sequence, supporting the central idea with evidence, using the student’s identified mode of communication with guidance and support.  <i>Date Adopted or Revised:</i>  07/21</p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.8.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.3.AP.1  Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level with guidance and support.</p> <ul style="list-style-type: none"> <li>• Vary sentence structure.</li> </ul> <p><i>Date Adopted or Revised:</i>  07/21</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.8.C.4.1	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><i>Clarification 2:</i> 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>



**Standard 5: Creating and Collaborating**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.8.C.5.1	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.5.AP.1                      Arrange a variety of digital media to emphasize the relevance of a topic or idea in oral or written tasks with guidance and support.  <i>Date Adopted or Revised:</i>                      07/21</p> <p>ELA.8.C.5.AP.2                      Identify two or more digital tools to collaborate with others to produce writing.  <i>Date Adopted or Revised:</i>                      07/21</p>
ELA.8.C.5.2	Use a variety of digital tools to collaborate with others to produce writing.
	<b>Related Access Point(s)</b>
	<p>ELA.8.C.5.AP.1                      Arrange a variety of digital media to emphasize the relevance of a topic or idea in oral or written tasks with guidance and support.  <i>Date Adopted or Revised:</i>                      07/21</p> <p>ELA.8.C.5.AP.2                      Identify two or more digital tools to collaborate with others to produce writing.  <i>Date Adopted or Revised:</i>                      07/21</p>

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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>Related Access Point(s)</b>
	<p>ELA.8.V.1.AP.1                      Use grade-level academic vocabulary in communication.  <i>Date Adopted or Revised:</i>                      07/21</p> <p>ELA.8.V.1.AP.2                      Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student’s ability level with guidance and support.  <i>Date Adopted or Revised:</i>                      07/21</p> <p>ELA.8.V.1.AP.3                      Apply knowledge of context clues, figurative language, word relationships, reference</p>

	<p>materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.8.V.1.2	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.8.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.8.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.8.V.1.3	<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><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.8.V.1.AP.1 Use grade-level academic vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.8.V.1.AP.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.8.V.1.AP.3 Apply knowledge of context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade-level content at the student's ability level with guidance and support. <u>Date Adopted or Revised:</u> 07/21</p>

**GRADE: 9**

**Strand: READING****Standard 1: Reading Prose and Poetry**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.9.R.1.1	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> 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> <p><i>Clarification 3:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3a Describe the narrator perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.R.1.2	<p>Analyze universal themes and their development throughout a literary text.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p>

	<p>ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3a Describe the narrator perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.R.1.3	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Rhetorical Devices for more information on irony.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3a Describe the narrator perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.R.1.4	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> For more information, see Literary Periods.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text.</p>

	<u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.1.AP.3a Describe the narrator perspective in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry. <u>Date Adopted or Revised:</u> 07/21

**Standard 2: Reading Informational Text**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.9.R.2.1	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.  <u>Clarifications:</u> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.
	<b>Related Access Point(s)</b>
	ELA.9.R.2.AP.1 Explain the purpose and/or meaning across multiple text structures. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.2.AP.2 Explain the support an author uses to develop the central idea(s) throughout a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.2.AP.3a Identify rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.2.AP.3b Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.2.AP.4a Explain how the development of two opposing arguments on the same topic are related. <u>Date Adopted or Revised:</u> 07/21
	ELA.9.R.2.AP.4b Explain the effectiveness and validity of the claims within two opposing arguments on the same topic. <u>Date Adopted or Revised:</u> 07/21

<p>ELA.9.R.2.2</p>	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.2.AP.1  Explain the purpose and/or meaning across multiple text structures.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.2  Explain the support an author uses to develop the central idea(s) throughout a text.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.3a  Identify rhetorical appeals and/or figurative language.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.3b  Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.4a  Explain how the development of two opposing arguments on the same topic are related.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.4b  Explain the effectiveness and validity of the claims within two opposing arguments on the same topic.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.9.R.2.3</p>	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.2.AP.1  Explain the purpose and/or meaning across multiple text structures.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.9.R.2.AP.2  Explain the support an author uses to develop the central idea(s) throughout a text.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.3a Identify rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.3b Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.4a Explain how the development of two opposing arguments on the same topic are related. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.4b Explain the effectiveness and validity of the claims within two opposing arguments on the same topic. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.R.2.4	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.2.AP.1 Explain the purpose and/or meaning across multiple text structures. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.2 Explain the support an author uses to develop the central idea(s) throughout a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.3a Identify rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.3b Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.4a Explain how the development of two opposing arguments on the same topic are related. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.2.AP.4b Explain the effectiveness and validity of the claims within two opposing arguments on the same topic. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Reading Across Genres	
BENCHMARK CODE	BENCHMARK
ELA.9.R.3.1	Explain how figurative language creates mood in text(s).

	<p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.3.AP.1  Identify examples of figurative language that create mood in text(s).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.3  Identify the ways in which authors have adapted mythical, classical or religious texts.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.4  Identify an author’s use of rhetoric in a text.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.9.R.3.2	<p>Paraphrase content from grade-level texts.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.3.AP.1  Identify examples of figurative language that create mood in text(s).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.3  Identify the ways in which authors have adapted mythical, classical or religious texts.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.4  Identify an author’s use of rhetoric in a text.  <u>Date Adopted or Revised:</u>  07/21</p>
ELA.9.R.3.3	<p>Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.3.AP.1  Identify examples of figurative language that create mood in text(s).  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.9.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.</p>



	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.3.AP.3 Identify the ways in which authors have adapted mythical, classical or religious texts.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.3.AP.4 Identify an author's use of rhetoric in a text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.R.3.4	<p>Explain an author's use of rhetoric in a text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language and Rhetorical Devices.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.R.3.AP.1 Identify examples of figurative language that create mood in text(s). <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.3.AP.2 Summarize information from grade-level texts at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.3.AP.3 Identify the ways in which authors have adapted mythical, classical or religious texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.R.3.AP.4 Identify an author's use of rhetoric in a text. <u>Date Adopted or Revised:</u> 07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.9.C.1.2	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.3 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><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.4 Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.C.1.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.3 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. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.4 Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.C.1.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.3 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. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.9.C.1.AP.4 Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.9.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.9.C.1.5	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.3 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. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.4 Write an expository text to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.9.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising for clarity and cohesiveness. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 2: Communicating Orally	
BENCHMARK CODE	BENCHMARK
ELA.9.C.2.1	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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.  <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Following Conventions
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BENCHMARK CODE	BENCHMARK
ELA.9.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level.</p>
	<p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.3.AP.1            Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.</p> <ul style="list-style-type: none"> <li>• Identify parallel structures and various types of phrases and clauses in a variety of writings or presentations.</li> <li>• Practice usage of rules to create flow in writing and/or presenting.</li> </ul> <p><u>Date Adopted or Revised:</u>            07/21</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.9.C.4.1	<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><u>Clarifications:</u>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.9.C.5.1	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
	<p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.C.5.AP.1            Integrate a detail into a digital presentation with a coherent idea and a clear perspective.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.9.C.5.AP.2            Use an online platform to create and share publication-ready quality writing tailored to a specific audience.  <u>Date Adopted or Revised:</u>            07/21</p>

ELA.9.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
<b>Related Access Point(s)</b>	
ELA.9.C.5.AP.1 Integrate a detail into a digital presentation with a coherent idea and a clear perspective. <i>Date Adopted or Revised:</i> 07/21	
ELA.9.C.5.AP.2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience. <i>Date Adopted or Revised:</i> 07/21	

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.9.V.1.1	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.9.V.1.AP.1            Use grade-level content vocabulary in communication.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.9.V.1.AP.2            Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.9.V.1.AP.3            Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.  <i>Date Adopted or Revised:</i>            07/21</p>
ELA.9.V.1.2	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>

	<p>ELA.9.V.1.AP.1 Use grade-level content vocabulary in communication. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.9.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.9.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.9.V.1.3	<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><i>Clarifications:</i> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.9.R.3.1 and Secondary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.9.V.1.AP.1 Use grade-level content vocabulary in communication. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.9.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.9.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to determine the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <i>Date Adopted or Revised:</i> 07/21</p>

## GRADE: 10

<b>Strand: READING</b>	
Standard 1: Reading Prose and Poetry	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.10.R.1.1	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> 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</p>

	<p>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> <p><i>Clarification 3:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.1.AP.1  Explain how key elements increase understanding of literary text and/or style.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.2  Compare how universal themes and their development are used throughout a literary text.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.3a  Identify how the author represents conflicting perspectives.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.3b  Explain the coming-of-age experiences reflected in a text.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.4  Explain how authors create multiple layers of meaning and/or ambiguity in a poem.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.10.R.1.2</p>	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.1.AP.1  Explain how key elements increase understanding of literary text and/or style.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.2  Compare how universal themes and their development are used throughout a literary text.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.3a  Identify how the author represents conflicting perspectives.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.1.AP.3b  Explain the coming-of-age experiences reflected in a text.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.10.R.1.3	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> For more information, see Literary Periods.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.1.AP.1 Explain how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.2 Compare how universal themes and their development are used throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.3a Identify how the author represents conflicting perspectives. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.3b Explain the coming-of-age experiences reflected in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.10.R.1.4	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> For more information, see Literary Periods.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.1.AP.1 Explain how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.2 Compare how universal themes and their development are used throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.3a Identify how the author represents conflicting perspectives. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.3b Explain the coming-of-age experiences reflected in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.R.1.AP.4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem. <u>Date Adopted or Revised:</u> 07/21</p>



Standard 2: Reading Informational Text

BENCHMARK CODE	BENCHMARK
<p>ELA.10.R.2.1</p>	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will analyze the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendices.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.2.AP.1  Describe the impact of multiple text structures.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.2  Explain the central idea(s) of historical American speeches and essays.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.3  Explain the author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.4a  Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.4b  Compare how the authors use the same information to achieve different arguments.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.10.R.2.2</p>	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.2.AP.1  Describe the impact of multiple text structures.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.2  Explain the central idea(s) of historical American speeches and essays.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.3  Explain the author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.4a  Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims.  <i>Date Adopted or Revised:</i>  07/21</p> <p>ELA.10.R.2.AP.4b  Compare how the authors use the same information to achieve different arguments.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.10.R.2.3	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.10.R.2.AP.1 Describe the impact of multiple text structures. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.2 Explain the central idea(s) of historical American speeches and essays. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.4a Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.4b Compare how the authors use the same information to achieve different arguments. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.10.R.2.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.10.R.2.AP.1 Describe the impact of multiple text structures. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.2 Explain the central idea(s) of historical American speeches and essays. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.10.R.2.AP.4a Compare the development of two opposing arguments on the same topic evaluating the effectiveness and validity of the claims. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.10.R.2.AP.4b          Compare how the authors use the same information to achieve different arguments.  <u>Date Adopted or Revised:</u>          07/21</p>
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**Standard 3: Reading Across Genres**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.10.R.3.1	<p>Analyze how figurative language creates mood in text(s).</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.3.AP.1            Explain how figurative language creates mood in text(s).  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.2            Summarize information from grade-level texts at the student's ability level.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.3            Describe how mythical, classical or religious texts have been adapted.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.4            Summarize an author's use of rhetoric in a text.  <u>Date Adopted or Revised:</u>            07/21</p>
ELA.10.R.3.2	<p>Paraphrase content from grade-level texts.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.R.3.AP.1            Explain how figurative language creates mood in text(s).  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.2            Summarize information from grade-level texts at the student's ability level.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.3            Describe how mythical, classical or religious texts have been adapted.  <u>Date Adopted or Revised:</u>            07/21</p> <p>ELA.10.R.3.AP.4            Summarize an author's use of rhetoric in a text.  <u>Date Adopted or Revised:</u>            07/21</p>
ELA.10.R.3.3	<p>Analyze how mythical, classical, or religious texts have been adapted.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient</p>

	<p>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>
	<b>Related Access Point(s)</b>
	<p>ELA.10.R.3.AP.1  Explain how figurative language creates mood in text(s).  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.3  Describe how mythical, classical or religious texts have been adapted.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.4  Summarize an author’s use of rhetoric in a text.  <i>Date Adopted or Revised:</i>  07/21</p>
ELA.10.R.3.4	<p>Analyze an author’s use of rhetoric in a text.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.10.R.3.AP.1  Explain how figurative language creates mood in text(s).  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.3  Describe how mythical, classical or religious texts have been adapted.  <i>Date Adopted or Revised:</i>  07/21</p>
	<p>ELA.10.R.3.AP.4  Summarize an author’s use of rhetoric in a text.  <i>Date Adopted or Revised:</i>  07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
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<p>ELA.10.C.1.2</p>	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <hr/> <p>ELA.10.C.1.AP.2  Write a narrative using an appropriate pace to create tension, mood and/or tone.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.3  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.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.4  Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.5  Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.10.C.1.3</p>	<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><i>Clarifications:</i>  <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <hr/> <p>ELA.10.C.1.AP.2  Write a narrative using an appropriate pace to create tension, mood and/or tone.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.3  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.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.4  Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.10.C.1.AP.5  Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience.  <i>Date Adopted or Revised:</i>  07/21</p>

ELA.10.C.1.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.C.1.AP.2 Write a narrative using an appropriate pace to create tension, mood and/or tone. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.3 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. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.4 Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.10.C.1.5	<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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.C.1.AP.2 Write a narrative using an appropriate pace to create tension, mood and/or tone. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.3 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. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.4 Explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to address the needs of a specific audience. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 2: Communicating Orally	
BENCHMARK CODE	BENCHMARK
ELA.10.C.2.1	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><u>Clarifications:</u></p>

	<p><i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.10.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective. <u>Date Adopted or Revised:</u> 07/21</p>

### Standard 3: Following Conventions

BENCHMARK CODE	BENCHMARK
ELA.10.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Skills to be mastered at this grade level 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>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.10.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.</p> <ul style="list-style-type: none"> <li>• Practice usage of rules to create flow in writing and/or presenting.</li> </ul> <p><u>Date Adopted or Revised:</u> 07/21</p>

### Standard 4: Researching

BENCHMARK CODE	BENCHMARK
ELA.10.C.4.1	<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><u>Clarifications:</u> <i>Clarification 1:</i> 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>

### Standard 5: Creating and Collaborating

BENCHMARK CODE	BENCHMARK
ELA.10.C.5.1	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.C.5.AP.1            Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.10.C.5.AP.2            Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <i>Date Adopted or Revised:</i>            07/21</p>
ELA.10.C.5.2	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.C.5.AP.1            Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.10.C.5.AP.2            Use an online platform to create and share publication-ready quality writing tailored to a specific audience, integrating multimedia elements.  <i>Date Adopted or Revised:</i>            07/21</p>

**Strand: VOCABULARY**

Standard 1: Finding Meaning

BENCHMARK CODE	BENCHMARK
ELA.10.V.1.1	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.V.1.AP.1            Use grade-level content vocabulary in communication.  <i>Date Adopted or Revised:</i>            07/21</p> <p>ELA.10.V.1.AP.2            Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.  <i>Date Adopted or Revised:</i>            07/21</p>



	<p>ELA.10.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
<p>ELA.10.V.1.2</p>	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
<p>ELA.10.V.1.3</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><u>Clarifications:</u> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships.  <i>Clarification 3:</i> See ELA.10.R.3.1 and Secondary Figurative Language.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.10.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.10.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>

# GRADE: 11

Strand: READING	
Standard 1: Reading Prose and Poetry	
BENCHMARK CODE	BENCHMARK
ELA.11.R.1.1	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> 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> <p>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)  <i>Clarification 3:</i> 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>
	<b>Related Access Point(s)</b>
	ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21
	ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places. <u>Date Adopted or Revised:</u> 07/21
	ELA.11.R.1.AP.3a Define a character perspective in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text. <u>Date Adopted or Revised:</u> 07/21
	ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context. <u>Date Adopted or Revised:</u> 07/21
ELA.11.R.1.2	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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</p>

	<p>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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.3a Define a character perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.1.3	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.</p> <p><i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.3a Define a character perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.1.4	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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 Literary Periods.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.1.AP.3a Define a character perspective in a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 2: Reading Informational Text**

BENCHMARK CODE	BENCHMARK
ELA.11.R.2.1	<p>Evaluate the structure(s) and features in texts.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author's reasoning.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4b Compare the authors' reasoning and the ways in which the authors use the same information to achieve different arguments.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.2.2	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author's reasoning.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4b Compare the authors' reasoning and the ways in which the authors use the same information to achieve different arguments.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.2.3	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author’s reasoning. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4b Compare the authors’ reasoning and the ways in which the authors use the same information to achieve different arguments. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.2.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.3 Explain the author’s choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4a Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, and the author’s reasoning. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.2.AP.4b Compare the authors’ reasoning and the ways in which the authors use the same information to achieve different arguments. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 3: Reading Across Genres**

BENCHMARK CODE	BENCHMARK
ELA.11.R.3.1	<p>Analyze the author’s use of figurative language and explain examples of allegory.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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> </ul>

	<ul style="list-style-type: none"> <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><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.3.AP.1a Identify the author’s use of allegory. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.1b Summarize the author’s use of figurative language. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.2 Summarize information from grade-level texts at the student’s ability level. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.3a Identify how contemporaneous authors address related topics within the context of the time period. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.3b Analyze the author’s reasoning within the context of the time period. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.4 Describe an author’s use of rhetoric in a text. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.11.R.3.2	<p>Paraphrase content from grade-level texts.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.3.AP.1a Identify the author’s use of allegory. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.1b Summarize the author’s use of figurative language. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.2 Summarize information from grade-level texts at the student’s ability level. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.3a Identify how contemporaneous authors address related topics within the context of the time period. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.R.3.AP.3b Analyze the author’s reasoning within the context of the time period.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.4</p> <p>Describe an author's use of rhetoric in a text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.3.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> 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> <p><i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.R.3.AP.1a</p> <p>Identify the author's use of allegory.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.1b</p> <p>Summarize the author's use of figurative language.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.2</p> <p>Summarize information from grade-level texts at the student's ability level.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.3a</p> <p>Identify how contemporaneous authors address related topics within the context of the time period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.3b</p> <p>Analyze the author's reasoning within the context of the time period.</p> <p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.R.3.AP.4</p> <p>Describe an author's use of rhetoric in a text.</p> <p><u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.R.3.4	<p>Evaluate an author's use of rhetoric in text.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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</p>



	<p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.R.3.AP.1a Identify the author's use of allegory. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.3.AP.1b Summarize the author's use of figurative language. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.3.AP.2 Summarize information from grade-level texts at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.3.AP.3a Identify how contemporaneous authors address related topics within the context of the time period. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.3.AP.3b Analyze the author's reasoning within the context of the time period. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.R.3.AP.4 Describe an author's use of rhetoric in a text. <u>Date Adopted or Revised:</u> 07/21</p>

**Strand: COMMUNICATION**

Standard 1: Communicating Through Writing

BENCHMARK CODE	BENCHMARK
ELA.11.C.1.2	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.C.1.AP.3 Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.11.C.1.AP.4 Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style. <u>Date Adopted or Revised:</u> 07/21</p>
<p>ELA.11.C.1.3</p>	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.C.1.AP.3 Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.C.1.AP.4 Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style. <u>Date Adopted or Revised:</u> 07/21</p>
<p>ELA.11.C.1.4</p>	<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><u>Clarifications:</u> <i>Clarification 1:</i> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.C.1.AP.3 Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.11.C.1.AP.4 Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject. <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.11.C.1.AP.5          Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style.  <u>Date Adopted or Revised:</u>          07/21</p>
ELA.11.C.1.5	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.C.1.AP.2          Write a complex narrative using appropriate techniques to establish multiple perspectives.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.11.C.1.AP.3          Analyze literature to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.11.C.1.AP.4          Analyze a complex text using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.11.C.1.AP.5          Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to improve clarity, structure and style.  <u>Date Adopted or Revised:</u>          07/21</p>

**Standard 2: Communicating Orally**

BENCHMARK CODE	BENCHMARK
ELA.11.C.2.1	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.11.C.2.AP.1          Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.  <u>Date Adopted or Revised:</u>          07/21</p>

**Standard 3: Following Conventions**

BENCHMARK CODE	BENCHMARK
ELA.11.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p>

	<ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.</p> <ul style="list-style-type: none"> <li>• Practice usage of rules to create flow in writing and/or presenting</li> </ul> <p><i>Date Adopted or Revised:</i> 07/21</p>

**Standard 4: Researching**

BENCHMARK CODE	BENCHMARK
ELA.11.C.4.1	<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><i>Clarifications:</i> <i>Clarification 1:</i> 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>

**Standard 5: Creating and Collaborating**

BENCHMARK CODE	BENCHMARK
ELA.11.C.5.1	<p>Create digital presentations to improve the experience of the audience.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.11.C.5.AP.1 Integrate details into a digital presentation to improve the experience of the audience. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.C.5.AP.2 Create and share quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.11.C.5.2	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.C.5.AP.1 Integrate details into a digital presentation to improve the experience of the audience. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.11.C.5.AP.2 Create and share quality writing tailored to a specific audience, integrating multimedia</p>

	elements, publishing to an online or LAN site. <u>Date Adopted or Revised:</u> 07/21
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**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.11.V.1.1	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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>Related Access Point(s)</b>
	<p>ELA.11.V.1.AP.1            Use grade-level content vocabulary in communication.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.11.V.1.AP.2            Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.11.V.1.AP.3            Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level.  <u>Date Adopted or Revised:</u>            07/21</p>
ELA.11.V.1.2	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.11.V.1.AP.1            Use grade-level content vocabulary in communication.  <u>Date Adopted or Revised:</u>            07/21</p>
	<p>ELA.11.V.1.AP.2            Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level.  <u>Date Adopted or Revised:</u>            07/21</p>

	<p>ELA.11.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.11.V.1.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.11.R.3.1 and Secondary Figurative Language.</p>
<b>Related Access Point(s)</b>	
	<p>ELA.11.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.V.1.AP.2 Using etymology and derivations, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.11.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>

## GRADE: 12

<b>Strand: READING</b>	
Standard 1: Reading Prose and Poetry	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.12.R.1.1	<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><u>Clarifications:</u> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.</p> <p><i>Clarification 2:</i> 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</p>

	<p>Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> 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><i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.1.AP.1a  Analyze how key elements increase understanding of literary text and/or style.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.1b  Compare and contrast how the key elements impact the functional significance in interpreting the literary text.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.2a  Distinguish two or more themes throughout a literary text.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.2b  Show the development of two or more themes throughout a literary text.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.3  Show the development of character perspective, including conflicting perspectives.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.4  Analyze the connection between works of major poets and their historical context.  <u>Date Adopted or Revised:</u>  07/21</p>
<p>ELA.12.R.1.2</p>	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.1.AP.1a  Analyze how key elements increase understanding of literary text and/or style.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.1b  Compare and contrast how the key elements impact the functional significance in interpreting the literary text.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.2a  Distinguish two or more themes throughout a literary text.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.12.R.1.AP.2b  Show the development of two or more themes throughout a literary text.  <u>Date Adopted or Revised:</u>  07/21</p>

	<p>ELA.12.R.1.AP.3 Show the development of character perspective, including conflicting perspectives. <i>Date Adopted or Revised:</i> 07/21</p>
	<p>ELA.12.R.1.AP.4 Analyze the connection between works of major poets and their historical context. <i>Date Adopted or Revised:</i> 07/21</p>
<p>ELA.12.R.1.3</p>	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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 style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.1.AP.1a Analyze how key elements increase understanding of literary text and/or style. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.1.AP.1b Compare and contrast how the key elements impact the functional significance in interpreting the literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.1.AP.2a Distinguish two or more themes throughout a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.1.AP.2b Show the development of two or more themes throughout a literary text. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.1.AP.3 Show the development of character perspective, including conflicting perspectives. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.1.AP.4 Analyze the connection between works of major poets and their historical context. <i>Date Adopted or Revised:</i> 07/21</p>
<p>ELA.12.R.1.4</p>	<p>Evaluate works of major poets in their historical context.</p> <p><i>Clarifications:</i> <i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phillis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet’s historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p>



	<p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> For more information, see Literary Periods.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.R.1.AP.1a Analyze how key elements increase understanding of literary text and/or style. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.1.AP.1b Compare and contrast how the key elements impact the functional significance in interpreting the literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.1.AP.2a Distinguish two or more themes throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.1.AP.2b Show the development of two or more themes throughout a literary text. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.1.AP.3 Show the development of character perspective, including conflicting perspectives. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.1.AP.4 Analyze the connection between works of major poets and their historical context. <u>Date Adopted or Revised:</u> 07/21</p>

**Standard 2: Reading Informational Text**

BENCHMARK CODE	BENCHMARK
ELA.12.R.2.1	<p>Evaluate the structure(s) and features in text(s), identifying how the author could make the text(s) more effective.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s). <u>Date Adopted or Revised:</u> 07/21</p>

	<p>ELA.12.R.2.AP.2b Explain how the author makes the support more effective. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s). <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.12.R.2.2	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s). <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.2b Explain how the author makes the support more effective. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s). <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.12.R.2.3	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s). <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.R.2.AP.2b Explain how the author makes the support more effective.</p>

	<p><u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s). <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.12.R.2.4	<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><u>Clarifications:</u> <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s). <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.2b Explain how the author makes the support more effective. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s). <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims. <u>Date Adopted or Revised:</u> 07/21</p> <p>ELA.12.R.2.AP.4b Compare the authors' reasoning, use of the same information, and/or the authors' rhetoric of multiple arguments in related texts. <u>Date Adopted or Revised:</u> 07/21</p>

Standard 3: Reading Across Genres	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>

<p>ELA.12.R.3.1</p>	<p>Evaluate an author’s use of figurative language.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <hr/> <p>ELA.12.R.3.AP.1  Analyze an author’s use of figurative language.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.3  Compare and contrast the influence of classical literature on contemporary world texts.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.4  Analyze rhetorical choices across multiple texts.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.12.R.3.2</p>	<p>Paraphrase content from grade-level texts.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <hr/> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <hr/> <p>ELA.12.R.3.AP.1  Analyze an author’s use of figurative language.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.2  Summarize information from grade-level texts at the student’s ability level.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.3  Compare and contrast the influence of classical literature on contemporary world texts.  <i>Date Adopted or Revised:</i>  07/21</p> <hr/> <p>ELA.12.R.3.AP.4  Analyze rhetorical choices across multiple texts.  <i>Date Adopted or Revised:</i>  07/21</p>
<p>ELA.12.R.3.3</p>	<p>Analyze the influence of classic literature on contemporary world texts.</p> <p><i>Clarifications:</i>  <i>Clarification 1:</i> 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> </ul>

	<ul style="list-style-type: none"> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> 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>
	<b>Related Access Point(s)</b>
	ELA.12.R.3.AP.1 Analyze an author’s use of figurative language. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.2 Summarize information from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.3 Compare and contrast the influence of classical literature on contemporary world texts. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.4 Analyze rhetorical choices across multiple texts. <u>Date Adopted or Revised:</u> 07/21
ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.  <u>Clarifications:</u> <p><i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> See Secondary Figurative Language.</p> <p><i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
	<b>Related Access Point(s)</b>
	ELA.12.R.3.AP.1 Analyze an author’s use of figurative language. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.2 Summarize information from grade-level texts at the student’s ability level. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.3 Compare and contrast the influence of classical literature on contemporary world texts. <u>Date Adopted or Revised:</u> 07/21
	ELA.12.R.3.AP.4 Analyze rhetorical choices across multiple texts. <u>Date Adopted or Revised:</u> 07/21

**Strand: COMMUNICATION**

**Standard 1: Communicating Through Writing**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.12.C.1.2	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.C.1.AP.3 Argue 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. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.C.1.AP.4 Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.C.1.AP.5 Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style. <i>Date Adopted or Revised:</i> 07/21</p>
ELA.12.C.1.3	<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><i>Clarifications:</i> <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p><i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.C.1.AP.3 Argue 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. <i>Date Adopted or Revised:</i> 07/21</p> <p>ELA.12.C.1.AP.4 Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject. <i>Date Adopted or Revised:</i> 07/21</p>

	<p>ELA.12.C.1.AP.5          Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style.  <u>Date Adopted or Revised:</u>          07/21</p>
ELA.12.C.1.4	<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><u>Clarifications:</u>  <u>Clarification 1:</u> See Writing Types.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.C.1.AP.2          Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.3          Argue 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.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.4          Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.5          Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style.  <u>Date Adopted or Revised:</u>          07/21</p>
ELA.12.C.1.5	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.12.C.1.AP.2          Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.3          Argue 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.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.4          Write an in-depth analysis of a complex text using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.  <u>Date Adopted or Revised:</u>          07/21</p> <p>ELA.12.C.1.AP.5          Improve writing when given feedback from an adult, a peer and/or an online editing tool, revising to enhance purpose, clarity, structure and style.  <u>Date Adopted or Revised:</u>          07/21</p>

Standard 2: Communicating Orally	
<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>

ELA.12.C.2.1	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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 rhetorical devices 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.</p> <p><i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
<b>Related Access Point(s)</b>	
<p>ELA.12.C.2.AP.1  Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.  <u>Date Adopted or Revised:</u>  07/21</p>	

**Standard 3: Following Conventions**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.12.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> See Convention Progression by Grade Level for more information.</p>
<b>Related Access Point(s)</b>	
<p>ELA.12.C.3.AP.1  Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content.</p> <ul style="list-style-type: none"> <li>• Practice usage of rules to create flow in writing and/or presenting.</li> </ul> <p><u>Date Adopted or Revised:</u>  07/21</p>	

**Standard 4: Researching**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.12.C.4.1	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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>

**Standard 5: Creating and Collaborating**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.12.C.5.1	<p>Design and evaluate digital presentations for effectiveness.</p> <p><u>Clarifications:</u></p>



	<p><i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.C.5.AP.1 Plan and create a digital presentation for effectiveness. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.C.5.AP.2 Create, publish and share a multimedia text through a variety of digital formats. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.12.C.5.2	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.C.5.AP.1 Plan and create a digital presentation for effectiveness. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.C.5.AP.2 Create, publish and share a multimedia text through a variety of digital formats. <u>Date Adopted or Revised:</u> 07/21</p>

**Strand: VOCABULARY**

**Standard 1: Finding Meaning**

BENCHMARK CODE	BENCHMARK
ELA.12.V.1.1	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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><i>Clarification 2:</i> 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>Related Access Point(s)</b>
	<p>ELA.12.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.2 Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.12.V.1.2	<p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><u>Clarifications:</u></p>

	<p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See Foreign Words and Phrases for a list of commonly used foreign phrases.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.2 Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.12.V.1.3	<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><u>Clarifications:</u> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.12.R.3.1 and Secondary Figurative Language.</p>
	<b>Related Access Point(s)</b>
	<p>ELA.12.V.1.AP.1 Use grade-level content vocabulary in communication. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.2 Using etymology, derivations and commonly foreign phrases, identify the meaning of a word from a phrase in grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.12.V.1.AP.3 Use context clues, figurative language, word relationships, reference materials and/or background knowledge to identify the connotative and denotative meaning of a word and/or phrase, appropriate to grade-level content at the student's ability level. <u>Date Adopted or Revised:</u> 07/21</p>

GRADE: K12

**Strand: EXPECTATIONS**

Expectation 1: Cite evidence to explain and justify reasoning.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.1.1	<p>Cite evidence to explain and justify reasoning.</p> <p><u>Clarifications:</u> 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>

Expectation 2: Read and comprehend grade-level complex texts proficiently.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.2.1	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><u>Clarifications:</u> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>

Expectation 3: Make inferences to support comprehension.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.3.1	<p>Make inferences to support comprehension.</p> <p><u>Clarifications:</u> 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>

Expectation 4: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

BENCHMARK CODE	BENCHMARK
ELA.K12.EE.4.1	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><u>Clarifications:</u> 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>
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**Expectation 5: Use the accepted rules governing a specific format to create quality work.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K12.EE.5.1	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><i>Clarifications:</i> 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>

**Expectation 6: Use appropriate voice and tone when speaking or writing.**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.K12.EE.6.1	<p>Use appropriate voice and tone when speaking or writing.</p> <p><i>Clarifications:</i> 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>

## GRADE: 612

**Strand: FOUNDATIONAL SKILLS**

**Standard 2: Applying Foundational Reading Skills for Secondary**

<b>BENCHMARK CODE</b>	<b>BENCHMARK</b>
ELA.612.F.2.1	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ul style="list-style-type: none"> <li>a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>b. Accurately segment single-syllable and multisyllabic words.</li> </ul> <p><i>Clarifications:</i> <i>Clarification 1:</i> 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> <ul style="list-style-type: none"> <li>a. Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>b. Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ul>

	<b>Related Access Point(s)</b>
	<p>ELA.612.F.2.AP.2a Decode single-syllable and multisyllabic words as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.2b Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.3a Encode single-syllable and multisyllabic words via the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.4 Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.612.F.2.2	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ul> <p><u>Clarifications:</u> <i>Clarification 1:</i> 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>
	<b>Related Access Point(s)</b>
	<p>ELA.612.F.2.AP.2a Decode single-syllable and multisyllabic words as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.2b Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.3a Encode single-syllable and multisyllabic words via the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.4 Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication. <u>Date Adopted or Revised:</u> 07/21</p>
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words.

	<p>a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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> <p>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.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p> <p>ELA.612.F.2.AP.2a  Decode single-syllable and multisyllabic words as appropriate to the student's communication modality.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.612.F.2.AP.2b  Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns as appropriate to the student's communication modality.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.612.F.2.AP.3a  Encode single-syllable and multisyllabic words via the student's communication modality.  <u>Date Adopted or Revised:</u>  07/21</p> <p>ELA.612.F.2.AP.4  Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication.  <u>Date Adopted or Revised:</u>  07/21</p>
<p>ELA.612.F.2.4</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><u>Clarifications:</u>  <i>Clarification 1:</i> 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.</p> <p><i>Clarification 2:</i> 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.</p> <p><i>Clarification 3:</i> 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.</p> <p style="text-align: center;"><b>Related Access Point(s)</b></p>

	<p>ELA.612.F.2.AP.2a Decode single-syllable and multisyllabic words as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.2b Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns as appropriate to the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.3a Encode single-syllable and multisyllabic words via the student's communication modality. <u>Date Adopted or Revised:</u> 07/21</p>
	<p>ELA.612.F.2.AP.4 Read grade-level text at the student's ability level with accuracy, automaticity, and prosody or expression as appropriate for the student's mode of communication. <u>Date Adopted or Revised:</u> 07/21</p>