

Benchmarks for Excellent Student  
Thinking (B.E.S.T.)

English Language Arts (ELA)

2022 Access Points-Alternate Academic  
Achievement Standards (AP-AAAS)

Grades Kindergarten -12

## Progression of Foundations Benchmarks

<b>Progression of Foundational Skills</b>		
<b>Print Concepts</b>	ELA.K.F.1.1	Demonstrate knowledge of the basic concepts of print.
		a. Locate a printed word on a page.
		<b>Access Point</b>
		ELA.K.F.1.AP.1a Identify a printed word.
		b. Distinguish letters from words within sentences.
		<b>Access Point</b>
		ELA.K.F.1.AP.1b Distinguish letters from words.
		c. Match print to speech to demonstrate that language is represented by print.
		<b>Access Point</b>
		ELA.K.F.1.AP.1c Match print to receptive language to demonstrate that language is represented by print.
		d. Identify parts of a book (front cover, back cover, title page).
		<b>Access Point</b>
		ELA.K.F.1.AP.1d Identify parts of a book (front cover, back cover, title page) with a model.
		e. Move top to bottom and left to right on the printed page; returning to the beginning of the next line.
		<b>Access Point</b>
		ELA.K.F.1.AP.1e Move left to right on the printed page.
		f. Identify all upper- and lowercase letters of the alphabet.
	<b>Access Point</b>	
	ELA.K.F.1.AP.1f Identify upper- and lowercase letters of the alphabet.	
	g. Recognize that print conveys specific meaning and pictures may support meaning.	
<b>Access Point</b>		
ELA.K.F.1.AP.1g Recognize that print conveys specific meaning and pictures may support meaning.		
ELA.1.F.1.1	Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books.	
	<b>Access Point</b>	
	ELA.1.F.1.AP.1 Locate the title, table of contents, names of author(s) and illustrator(s), and glossary of books with a model.	
<b>Phonological Awareness</b>	ELA.K.F.1.2	Demonstrate phonological awareness.
		a. Blend and segment syllables in spoken words.
		<b>Access Point</b>
		ELA.K.F.1.AP.2a Blend and segment syllables in spoken words.
		b. Identify and produce alliterative and rhyming words.
		<b>Access Point</b>
		ELA.K.F.1.AP.2b Identify and produce alliterative and rhyming words.
		c. Blend and segment onset and rimes of single-syllable words.
		<b>Access Point</b>
		ELA.K.F.1.AP.2c Blend and segment onset and rimes of single-syllable words.
		d. Identify the initial, medial and final sound of spoken words.
		<b>Access Point</b>
		ELA.K.F.1.AP.2d Identify the initial, medial and final sound of spoken words.
		e. Add or delete phonemes at the beginning or end of a spoken word

	and say the resulting word.
	<b>Access Point</b>
	ELA.K.F.1.AP.2e Add or delete phonemes at the beginning or end of a spoken word and produce the resulting word using the student’s mode of communication.
	f. Segment and blend phonemes in single-syllable spoken words.
	<b>Access Point</b>
	ELA.K.F.1.AP.2f Segment and blend phonemes in single-syllable spoken words.
ELA.1.F.1.2	Demonstrate phonological awareness.
	a. Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
	<b>Access Point</b>
	ELA.1.F.1.AP.2a Segment spoken words into initial, medial and final phonemes, including words with digraphs, blends and trigraphs.
	b. Orally blend initial, medial and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs.
	<b>Access Point</b>
	ELA.1.F.1.AP.2b Blend initial, medial and final phonemes together to identify or produce a single-syllable word that includes digraphs, blends or trigraphs.
	c. Blend single-syllable spoken words with at least five phonemes.
	<b>Access Point</b>
	ELA.1.F.1.AP.2c Blend single-syllable spoken words with at least four phonemes.
	d. Segment single-syllable spoken words with at least five phonemes.
	<b>Access Point</b>
	ELA.1.F.1.AP.2d Segment single-syllable spoken words with at least four phonemes.
	e. Segment and blend phonemes in multi-syllable spoken words.
	<b>Access Point</b>
	ELA.1.F.1.AP.2e Segment and blend phonemes in familiar multi-syllable spoken words.
ELA.612.F.2.1	Demonstrate an understanding of spoken words, syllables and sounds.
	a. Orally produce single-syllable and multisyllabic words by accurately blending sounds.
	<b>Access Point</b>
	ELA.612.F.2.AP.1a Combine word parts (blend syllables, attach affixes to root words, fingerspell, etc.) to produce words in the student’s mode of communication.
	b. Accurately segment single-syllable and multisyllabic words.
	<b>Access Point</b>
	ELA.612.F.2.AP.1b Segment single-syllable and multisyllabic words using the student’s mode of communication.

Phonics and Word Analysis	ELA.K.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Demonstrate knowledge of the most frequent sound for each consonant.
		<b>Access Point</b>
		ELA.K.F.1.AP.3a Demonstrate knowledge of the most frequent sound for consonants.
		b. Demonstrate knowledge of the short and long sounds for the five major vowels.
		<b>Access Point</b>
		ELA.K.F.1.AP.3b Demonstrate knowledge of the short and long sounds for the five major vowels.
		c. Decode consonant-vowel-consonant (CVC) words.
		<b>Access Point</b>
		ELA.K.F.1.AP.3c Decode consonant-vowel-consonant (CVC) words.
		d. Encode consonant-vowel-consonant (CVC) words.
		<b>Access Point</b>
	ELA.K.F.1.AP.3d Encode consonant-vowel-consonant (CVC) words.	
	ELA.1.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.
		a. Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		<b>Access Point</b>
		ELA.1.F.1.AP.3a Decode words using knowledge of spelling-sound correspondences for common consonant digraphs, trigraphs and blends.
		b. Decode simple words with r-controlled vowels.
		<b>Access Point</b>
		ELA.1.F.1.AP.3b Decode simple words with r-controlled vowels.
		c. Decode and encode regularly spelled one-syllable words.
		<b>Access Point</b>
		ELA.1.F.1.AP.3c Decode and encode regularly spelled one-syllable words.
		d. Decode words with inflectional endings.
		<b>Access Point</b>
		ELA.1.F.1.AP.3d Decode words with inflectional endings.
		e. Decode two-syllable words with regular patterns by breaking the words into syllables.
		<b>Access Point</b>
ELA.1.F.1.AP.3e Decode two-syllable words with regular patterns by breaking the words into syllables.		
f. Decode words that use final -e and vowel teams to make long-vowel sound.		
<b>Access Point</b>		
ELA.1.F.1.AP.3f Decode words that use final -e and vowel teams to		

Phonics and Word Analysis		make long-vowel sound.
	ELA.2.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
		a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		<b>Access Point</b>
		ELA.2.F.1.AP.3a Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
		b. Decode regularly spelled two-syllable words with long and short vowels.
		<b>Access Point</b>
		ELA.2.F.1.AP.3b Decode regularly spelled two-syllable words with long and short vowels.
		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).
		<b>Access Point</b>
		ELA.2.F.1.AP.3c 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).
		d. Decode words with common prefixes and suffixes.
		<b>Access Point</b>
		ELA.2.F.1.AP.3d Decode words with common prefixes and suffixes.
		e. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
		<b>Access Point</b>
		ELA.2.F.1.AP.3e Decode words with silent letter combinations (e.g., knight, comb, island, ghost).
	ELA.3.F.1.3	Use knowledge of grade-level phonics and word-analysis skills to decode words.
		a. Decode words with common Greek and Latin roots and affixes (see ELA.3.V.1.2).
		<b>Access Point</b>
	ELA.3.F.1.AP.3a Decode words with common Greek and Latin roots and affixes (see ELA.3.V.1.2).	
	b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).	
	<b>Access Point</b>	
	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).	
	c. Decode multisyllabic words.	
	<b>Access Point</b>	
	ELA.3.F.1.AP.3c Decode multisyllabic words.	
	Use knowledge of grade-level phonics and word-analysis skills to	

ELA.4.F.1.3	decode words.
	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.
	<b>Access Point</b>
	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.
ELA.5.F.1.3	Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.
	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.
	<b>Access Point</b>
	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.
ELA.612.F.2.2	Know and apply phonics and word analysis skills in decoding words.
	a. Use an array of strategies to decode single-syllable and multisyllabic words.
	<b>Access Point</b>
	ELA.612.F.2.AP.2a Decode single-syllable and multisyllabic words as appropriate to the student’s mode of communication.
	b. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.
	<b>Access Point</b>
ELA.612.F.2.AP.2b Read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns using to the student’s mode of communication.	
ELA.612.F.2.3	Know and apply phonics and word analysis skills in encoding words.
	a. Use an array of strategies to accurately encode single-syllable and multisyllabic words.
	<b>Access Point</b>
ELA.612.F.2.AP.3a Encode single-syllable and multisyllabic words using the student’s mode of communication.	

Fluency	ELA.K.F.1.4	Recognize and read with automaticity grade-level high frequency words.
		<b>Access Point</b> ELA.K.F.1.AP.4 Recognize and read high frequency words.
	ELA.1.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		a. Recognize and read with automaticity the grade-level sight words.
		<b>Access Point</b> ELA.1.F.1.AP.4a Recognize and read sight words.
	ELA.2.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		<b>Access Point</b> ELA.2.F.1.AP.4 Read grade-level texts, at the student’s ability level, with accuracy and expression using the student’s mode of communication.
	ELA.3.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		<b>Access Point</b> ELA.3.F.1.AP.4 Read grade-level texts, at the student’s ability level, with accuracy and expression using the student’s mode of communication.
	ELA.4.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		<b>Access Point</b> ELA.4.F.1.AP.4 Read grade-level texts, at the student’s ability level, with accuracy and expression using the student’s mode of communication.
	ELA.5.F.1.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		<b>Access Point</b> ELA.5.F.1.AP.4 Read grade-level texts, at the student’s ability level, with accuracy and expression using the student’s mode of communication.
	ELA.612.F.2.4	Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.
		<b>Access Point</b> ELA.612.F.2.AP.4 Read grade-level texts, at the student’s ability level, with accuracy, automaticity, and prosody or expression using the student’s mode of communication.

## Spiraled Standards in a Vertical Progression

### Reading Standards

#### *Reading Prose and Poetry*

<b>R.1.1 Literary Elements</b>	
ELA.12.R.1.1	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.
	<b>Access Point</b>
	ELA.12.R.1.AP.1a Analyze how key elements increase understanding of literary text and/or style. ELA.12.R.1.AP.1b Compare and contrast how the key elements impact the functional significance in interpreting the literary text.
ELA.11.R.1.1	Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.
	<b>Access Point</b> ELA.11.R.1.AP.1 Analyze how key elements increase understanding of literary text and/or style.
ELA.10.R.1.1	Analyze how key elements enhance or add layers of meaning and/or style in a literary text.
	<b>Access Point</b> ELA.10.R.1.AP.1 Explain how key elements increase understanding of literary text and/or style.
ELA.9.R.1.1	Explain how key elements enhance or add layers of meaning and/or style in a literary text.
	<b>Access Point</b> ELA.9.R.1.AP.1 Identify how key elements increase understanding of literary text and/or style.
ELA.8.R.1.1	Analyze the interaction between character development, setting and plot in a literary text.
	<b>Access Point</b> ELA.8.R.1.AP.1 Explain the relationship between the character development, setting and plot in a literary text.
ELA.7.R.1.1	Analyze the impact of setting on character development and plot in a literary text.
	<b>Access Point</b> ELA.7.R.1.AP.1 Explain how the setting impacts the characters and the plot in a literary text.
ELA.6.R.1.1	Analyze how the interaction between characters contributes to the development of a plot in a literary text.
	<b>Access Point</b> ELA.6.R.1.AP.1 Explain how the interactions of characters contribute to the plot in a literary text.
ELA.5.R.1.1	Analyze how setting, events, conflict and characterization contribute to the plot in a literary text.
	<b>Access Point</b> ELA.5.R.1.AP.1 Explain how setting, events, conflict and characterization contribute to the plot in a literary text.
ELA.4.R.1.1	Explain how setting, events, conflict and character development contribute

	to the plot in a literary text.
	<b>Access Point</b>
	ELA.4.R.1.AP.1 Show how setting, events, conflict and character development relate to the plot in a literary text.
ELA.3.R.1.1	Explain how one or more characters develop throughout the plot in a literary text.
	<b>Access Point</b>
	ELA.3.R.1.AP.1 Identify how a character develops throughout the plot in a literary text.
ELA.2.R.1.1	Identify plot structure and describe main story elements in a literary text.
	<b>Access Point</b>
	ELA.2.R.1.AP.1 Sequence and describe main elements in a literary text.
ELA.1.R.1.1	Identify and describe the main story elements in a story.
	<b>Access Point</b>
	ELA.1.R.1.AP.1 Identify the main story elements in a story.
ELA.K.R.1.1	Describe the main character(s), setting and important events in a story.
	<b>Access Point</b>
	ELA.K.R.1.AP.1 Identify a character, a setting and an event in a story.

<b>R.1.2 Theme</b>	
ELA.12.R.1.2	Analyze two or more themes and evaluate their development throughout a literary text.
	<b>Access Point</b>
	ELA.12.R.1.AP.2a Distinguish two or more themes throughout a literary text.
	ELA.12.R.1.AP.2b Show the development of two or more themes throughout a literary text.
ELA.11.R.1.2	Track and analyze universal themes in literary texts from different times and places.
	<b>Access Point</b>
	ELA.11.R.1.AP.2 Compare how universal themes and their development are used throughout multiple literary texts from different times and places.
ELA.10.R.1.2	Track and analyze universal themes in literary texts from different times and places.
	<b>Access Point</b>
	ELA.10.R.1.AP.2 Compare how universal themes and their development are used throughout a literary text.
ELA.9.R.1.2	Analyze universal themes and their development throughout a literary text.
	<b>Access Point</b>
	ELA.9.R.1.AP.2 Explain how universal themes and their development are used throughout a literary text.
ELA.8.R.1.2	Analyze two or more themes and their development throughout a literary text.
	<b>Access Point</b>
	ELA.8.R.1.AP.2 Compare and contrast two themes and their development throughout a literary text.
ELA.7.R.1.2	Compare two or more themes and their development throughout a literary text.

	<b>Access Point</b>
	ELA.7.R.1.AP.2 Find the similarities between two themes and their development throughout a literary text.
ELA.6.R.1.2	Analyze the development of stated or implied theme(s) throughout a literary text.
	<b>Access Point</b>
	ELA.6.R.1.AP.2 Explain how events contribute to the theme(s) throughout a literary text.
ELA.5.R.1.2	Explain the development of stated or implied theme(s) throughout a literary text.
	<b>Access Point</b>
	ELA.5.R.1.AP.2 Show the development of a stated or implied theme in a literary text.
ELA.4.R.1.2	Explain a stated or implied theme and how it develops, using details, in a literary text.
	<b>Access Point</b>
	ELA.4.R.1.AP.2 Identify a stated theme and how it develops, using details, in a literary text.
ELA.3.R.1.2	Explain a theme and how it develops, using details, in a literary text.
	<b>Access Point</b>
	ELA.3.R.1.AP.2 Identify a theme and how it develops, using details, in a literary text.
ELA.2.R.1.2	Identify and explain a theme of a literary text.
	<b>Access Point</b>
	ELA.2.R.1.AP.2 Identify the theme of a literary text.
ELA.1.R.1.2	Identify and explain the moral of a story.
	<b>Access Point</b>
	ELA.1.R.1.AP.2 Identify the moral of a story.
<b>This benchmark is not present in kindergarten.</b>	

<b>R.1.3 Perspective and Point of View</b>	
ELA.12.R.1.3	Evaluate the development of character perspective, including conflicting perspectives.
	<b>Access Point</b>
	ELA.12.R.1.AP.3 Show the development of character perspective, including conflicting perspectives.
ELA.11.R.1.3	Analyze an author's choices in using juxtaposition to define character perspective.
	<b>Access Point</b>
	ELA.11.R.1.AP.3a Define a character perspective in a text.
	ELA.11.R.1.AP.3b Explain the author's choices in using juxtaposition in a text.
ELA.10.R.1.3	Analyze coming-of-age experiences reflected in a text and how the author represents conflicting perspectives.
	<b>Access Point</b>
	ELA.10.R.1.AP.3a Identify how the author represents conflicting perspectives.
	ELA.10.R.1.AP.3b Explain the coming-of-age experiences reflected in a text.

ELA.9.R.1.3	Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.
	<b>Access Point</b>
	ELA.9.R.1.AP.3a Describe the narrator perspective in a text.
	ELA.9.R.1.AP.3b Describe how the author creates irony or satire in a text.
ELA.8.R.1.3	Analyze how an author develops and individualizes the perspectives of different characters.
	<b>Access Point</b> ELA.8.R.1.AP.3 Describe how the author uses words and actions to show the characters' perspective.
ELA.7.R.1.3	Explain the influence of a narrator(s), including an unreliable narrator(s) and/or shifts in points of view in a literary text.
	<b>Access Point</b>
	ELA.7.R.1.AP.3a Identify an unreliable narrator.
	ELA.7.R.1.AP.3b Explain how the narrator's shifts in points of view change in the text.
ELA.6.R.1.3	Explain the influence of multiple narrators and/or shifts in point of view in a literary text.
	<b>Access Point</b>
	ELA.6.R.1.AP.3 Identify the different points of view of the narrators in a literary text.
ELA.5.R.1.3	Describe how an author develops a character's perspective in a literary text.
	<b>Access Point</b>
	ELA.5.R.1.AP.3 Identify a character's perspective at different points in a literary text.
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.
	<b>Access Point</b> ELA.4.R.1.AP.3 Identify the narrator's point of view and character perspective in a literary text.
ELA.3.R.1.3	Explain different characters' perspectives in a literary text.
	<b>Access Point</b>
	ELA.3.R.1.AP.3 Identify different characters' perspectives in a literary text.
ELA.2.R.1.3	Identify different characters' perspectives in a literary text.
	<b>Access Point</b>
	ELA.2.R.1.AP.3 Match characters and their perspectives in a literary text.
ELA.1.R.1.3	Explain who is telling the story using context clues.
	<b>Access Point</b>
	ELA.1.R.1.AP.3 Identify who is telling the story using context clues.
ELA.K.R.1.3	Explain the roles of author and illustrator of a story.
	<b>Access Point</b>
	ELA.K.R.1.AP.3 Identify the roles of author and illustrator of a story.

<b>R.1.4 Poetry</b>	
ELA.12.R.1.4	Evaluate works of major poets in their historical context.
	<b>Access Point</b>
	ELA.12.R.1.AP.4 Analyze the connection between works of major poets and their historical context.
ELA.11.R.1.4	Analyze ways in which poetry reflects themes and issues of its time period.
	<b>Access Point</b>
	ELA.11.R.1.AP.4 Explain the connection between works of major poets and their historical context.
ELA.10.R.1.4	Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.
	<b>Access Point</b>
	ELA.10.R.1.AP.4 Explain how authors create multiple layers of meaning and/or ambiguity in a poem.
ELA.9.R.1.4	Analyze the characters, structures and themes of epic poetry.
	<b>Access Point</b>
	ELA.9.R.1.AP.4 Explain characters, structures and themes of epic poetry.
ELA.8.R.1.4	Analyze structure, sound, imagery and figurative language in poetry.
	<b>Access Point</b>
	ELA.8.R.1.AP.4 Explain the structure, sound and imagery in poetry.
ELA.7.R.1.4	Analyze the impact of various poetic forms on meaning and style.
	<b>Access Point</b>
	ELA.7.R.1.AP.4 Explain how the style of a poem affects its meaning.
ELA.6.R.1.4	Describe the impact of various poetic forms on meaning and style.
	<b>Access Point</b>
	ELA.6.R.1.AP.4 Describe the poetic forms and styles of a sonnet and a villanelle.
ELA.5.R.1.4	Explain how figurative language and other poetic elements work together in a poem.
	<b>Access Point</b>
	ELA.5.R.1.AP.4 Explain how figurative language and imagery work together in a poem.
ELA.4.R.1.4	Explain how rhyme and structure create meaning in a poem.
	<b>Access Point</b>
	ELA.4.R.1.AP.4 Identify repeated words, rhyme or phrases that create meaning in a poem.
ELA.3.R.1.4	Identify types of poems: free verse, rhymed verse, haiku and limerick.
	<b>Access Point</b>
	ELA.3.R.1.AP.4 Identify poems with rhyme and poems without rhyme.
ELA.2.R.1.4	Identify rhyme schemes in poems.
	<b>Access Point</b>
	ELA.2.R.1.AP.4 Identify a rhyme scheme in a poem.
ELA.1.R.1.4	Identify stanzas and line breaks in poems.
	<b>Access Point</b>
	ELA.1.R.1.AP.4 Identify a line break in a poem.
ELA.K.R.1.4	Identify rhyme in a poem.

	<b>Access Point</b>
	ELA.K.R.1.AP.4 Identify a rhyme.

*Reading Informational Text*

<b>R.2.1 Structure</b>	
ELA.12.R.2.1	Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.
	<b>Access Point</b>
	ELA.12.R.2.AP.1 Explain how the structure(s) and features make the text(s) more effective.
ELA.11.R.2.1	Evaluate the structure(s) and features in texts.
	<b>Access Point</b>
	ELA.11.R.2.AP.1 Explain the use of structure(s) and features in texts.
ELA.10.R.2.1	Analyze the impact of multiple text structures and the use of features in text(s).
	<b>Access Point</b>
	ELA.10.R.2.AP.1 Describe the impact of multiple text structures.
ELA.9.R.2.1	Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.
	<b>Access Point</b>
	ELA.9.R.2.AP.1 Explain the purpose and/or meaning across multiple text structures.
ELA.8.R.2.1	Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.
	<b>Access Point</b>
	ELA.8.R.2.AP.1 Explain how individual text sections contribute to the meaning of the text.
ELA.7.R.2.1	Explain how individual text sections and/or features convey a purpose in texts.
	<b>Access Point</b>
	ELA.7.R.2.AP.1 Describe the purpose of a specific text section in a text.
ELA.6.R.2.1	Explain how individual text sections and/or features convey meaning in texts.
	<b>Access Point</b>
	ELA.6.R.2.AP.1 Show how a specific text section contributes to the meaning of the text.
ELA.5.R.2.1	Explain how text structures and/or features contribute to the overall meaning of texts.
	<b>Access Point</b>
	ELA.5.R.2.AP.1 Show how text structures and/or features contribute to the overall meaning of texts.
ELA.4.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence and description in texts.
	<b>Access Point</b>
	ELA.4.R.2.AP.1 Identify the text structures of problem/solution, sequence, description and how they contribute meaning in texts.
ELA.3.R.2.1	Explain how text features contribute to meaning and identify the text

	structures of chronology, comparison and cause/effect in texts.
	<b>Access Point</b>
	ELA.3.R.2.AP.1 Identify the text structures of chronological order, comparison and cause/effect in texts.
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.
	<b>Access Point</b>
	ELA.2.R.2.AP.1 Show how text features—including titles, headings, graphs, maps and/or illustrations—contribute to the meaning of texts.
ELA.1.R.2.1	Use text features including titles, headings, captions, graphs, maps, glossaries and/or illustrations to demonstrate understanding of texts.
	<b>Access Point</b>
	ELA.1.R.2.AP.1 Use text features including titles, headings and/or illustrations to demonstrate understanding of texts.
ELA.K.R.2.1	Use titles, headings and illustrations to predict and confirm the topic of texts.
	<b>Access Point</b>
	ELA.K.R.2.AP.1 Use titles and illustrations to predict and confirm the topic of texts.

<b>R.2.2 Central Idea</b>	
ELA.12.R.2.2	Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.
	<b>Access Point</b>
	ELA.12.R.2.AP.2a Analyze how an author develops the central idea(s).
	ELA.12.R.2.AP.2b Explain how the author makes the support more effective.
ELA.11.R.2.2	Analyze the central idea(s) of speeches and essays from the Classical Period.
	<b>Access Point</b>
	ELA.11.R.2.AP.2 Explain the central idea(s) of speeches and essays from the Classical Period.
ELA.10.R.2.2	Analyze the central idea(s) of historical American speeches and essays.
	<b>Access Point</b>
	ELA.10.R.2.AP.2 Explain the central idea(s) of historical American speeches and essays.
ELA.9.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
	<b>Access Point</b>
	ELA.9.R.2.AP.2 Explain the support an author uses to develop the central idea(s) throughout a text.
ELA.8.R.2.2	Evaluate the support an author uses to develop the central idea(s) throughout a text.
	<b>Access Point</b>
	ELA.8.R.2.AP.2 Compare two central ideas and their development throughout a text.
ELA.7.R.2.2	Compare two or more central ideas and their development throughout a text.
	<b>Access Point</b>

	ELA.7.R.2.AP.2 Identify two central ideas and their development throughout a text.
ELA.6.R.2.2	Analyze the central idea(s), implied or explicit, and its development throughout a text.
	<b>Access Point</b>
	ELA.6.R.2.AP.2 Identify the central idea(s), implied or explicit, and its development throughout a text.
ELA.5.R.2.2	Explain how relevant details support the central idea(s), implied or explicit.
	<b>Access Point</b>
	ELA.5.R.2.AP.2 Identify relevant details that support a central idea, implied or explicit.
ELA.4.R.2.2	Explain how relevant details support the central idea, implied or explicit.
	<b>Access Point</b>
	ELA.4.R.2.AP.2 Identify relevant details that support an explicit central idea.
ELA.3.R.2.2	Identify the central idea and explain how relevant details support that idea in a text.
	<b>Access Point</b>
	ELA.3.R.2.AP.2 Identify the central idea and select relevant details that supports that idea in a text.
ELA.2.R.2.2	Identify the central idea and relevant details in a text.
	<b>Access Point</b>
	ELA.2.R.2.AP.2 Identify the central idea and relevant details in a text.
ELA.1.R.2.2	Identify the topic of and relevant details in a text.
	<b>Access Point</b>
	ELA.1.R.2.AP.2 Identify the topic of and select a relevant detail in a text.
ELA.K.R.2.2	Identify the topic of and multiple details in a text.
	<b>Access Point</b>
	ELA.K.R.2.AP.2 Identify the topic of and select a detail in a text.

<b>R.2.3 Author's Purpose and Perspective</b>	
ELA.12.R.2.3	Evaluate an author's choices in establishing and achieving purpose(s).
	<b>Access Point</b>
	ELA.12.R.2.AP.3 Analyze an author's choices in establishing and achieving purpose(s).
ELA.11.R.2.3	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
	<b>Access Point</b>
	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.
ELA.10.R.2.3	Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
	<b>Access Point</b>
	ELA.10.R.2.AP.3 Explain the author's choices in establishing and achieving purpose(s) in historical American speeches and essays.
ELA.9.R.2.3	Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.

	<b>Access Point</b>
	ELA.9.R.2.AP.3a Identify rhetorical appeals and/or figurative language.
	ELA.9.R.2.AP.3b Identify how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
ELA.8.R.2.3	Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.
	<b>Access Point</b>
	ELA.8.R.2.AP.3 Explain how an author’s use of figurative language establishes and/or achieves purpose.
ELA.7.R.2.3	Explain how an author establishes and achieves purpose(s) through diction and syntax.
	<b>Access Point</b>
	ELA.7.R.2.AP.3 Explain how the author’s word choice influences the purpose of the text.
ELA.6.R.2.3	Analyze authors’ purpose(s) in multiple accounts of the same event or topic.
	<b>Access Point</b>
	ELA.6.R.2.AP.3 Explain the purpose of two authors’ accounts of the same event or topic.
ELA.5.R.2.3	Analyze an author’s purpose and/or perspective in an informational text.
	<b>Access Point</b>
	ELA.5.R.2.AP.3 Identify an author’s purpose and perspective in an informational text.
ELA.4.R.2.3	Explain an author’s perspective toward a topic in an informational text.
	<b>Access Point</b>
	ELA.4.R.2.AP.3 Explain an author’s perspective toward a topic in an informational text.
ELA.3.R.2.3	Explain the development of an author’s purpose in an informational text.
	<b>Access Point</b>
	ELA.3.R.2.AP.3 Identify what evidence is included in an informational text that develops the author’s purpose.
ELA.2.R.2.3	Explain an author’s purpose in an informational text.
	<b>Access Point</b>
	ELA.2.R.2.AP.3 Identify an author’s purpose in an informational text.
ELA.1.R.2.3	Explain similarities and differences between information provided in visuals and words in an informational text.
	<b>Access Point</b>
	ELA.1.R.2.AP.3 Identify if information was provided from a visual or from words in an informational text.
<b>This benchmark is not present in kindergarten.</b>	

<b>R.2.4 Argument</b>	
ELA.12.R.2.4	Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors’ reasoning, use of the same information, and/or the authors’ rhetoric.
	<b>Access Point</b>
	ELA.12.R.2.AP.4a Compare the development of multiple arguments in related texts, evaluating the validity of the claims.

	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.
ELA.11.R.2.4	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.
	<b>Access Point</b>
	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.
	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.
ELA.10.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
	<b>Access Point</b>
	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.
	ELA.10.R.2.AP.4b Compare how the authors use the same information to achieve different arguments.
ELA.9.R.2.4	Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.
	<b>Access Point</b>
	ELA.9.R.2.AP.4a Explain how the development of two opposing arguments on the same topic are related.
	ELA.9.R.2.AP.4b Explain the effectiveness and validity of the claims within two opposing arguments on the same topic.
ELA.8.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.
	<b>Access Point</b>
	ELA.8.R.2.AP.4 Identify a way in which the argument could be improved.
ELA.7.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.
	<b>Access Point</b>
	ELA.7.R.2.AP.4 Track the development, the type of reasoning (deductive, inductive, abductive) and its effectiveness in the argument.
ELA.6.R.2.4	Track the development of an argument, identifying the types of reasoning used.
	<b>Access Point</b>
	ELA.6.R.2.AP.4 Identify the types of reasoning used in an argumentative text.
ELA.5.R.2.4	Track the development of an argument, identifying the specific claim(s), evidence and reasoning.
	<b>Access Point</b>
	ELA.5.R.2.AP.4 Sequence the development of an argument.

ELA.4.R.2.4	Explain an author’s claim and the reasons and evidence used to support the claim.
	<b>Access Point</b>
	ELA.4.R.2.AP.4 Identify an author’s claim by selecting evidence and a reason used to support the claim.
ELA.3.R.2.4	Identify an author’s claim and explain how an author uses evidence to support the claim.
	<b>Access Point</b>
	ELA.3.R.2.AP.4 Identify an author’s claim and evidence used to support the claim.
ELA.2.R.2.4	Explain an author’s opinion(s) and supporting evidence.
	<b>Access Point</b>
	ELA.2.R.2.AP.4 Identify an author’s opinion and supporting evidence.
ELA.1.R.2.4	Identify an author’s opinion(s) about the topic.
	<b>Access Point</b>
	ELA.1.R.2.AP.4 Identify an author’s opinion about the topic.
ELA.K.R.2.4	Explain the difference between opinions and facts about a topic.
	<b>Access Point</b>
	ELA.K.R.2.AP.4 Identify an opinion or fact about a topic.

*Reading Across Genres*

<b>R.3.1 Figurative Language</b>	
ELA.12.R.3.1	Evaluate an author’s use of figurative language.
	<b>Access Point</b>
	ELA.12.R.3.AP.1 Analyze an author’s use of figurative language.
ELA.11.R.3.1	Analyze an author’s use of figurative language and explain examples of allegory.
	<b>Access Point</b>
	ELA.11.R.3.AP.1a Identify the author’s use of allegory.
	ELA.11.R.3.AP.1b Summarize the author’s use of figurative language.
ELA.10.R.3.1	Analyze how figurative language creates mood in text(s).
	<b>Access Point</b>
	ELA.10.R.3.AP.1 Explain how figurative language creates mood in text(s).
ELA.9.R.3.1	Explain how figurative language creates mood in text(s).
	<b>Access Point</b>
	ELA.9.R.3.AP.1 Identify examples of figurative language that create mood in text(s).
ELA.8.R.3.1	Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).
	<b>Access Point</b>
	ELA.8.R.3.AP.1a Explain how figurative language contributes to tone and meaning of text(s).
	ELA.8.R.3.AP.1b Identify examples of symbolism in a text.
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).

	<b>Access Point</b>
	ELA.7.R.3.AP.1 Explain how figurative language contributes to tone and meaning of text(s).
ELA.6.R.3.1	Explain how figurative language contributes to tone and meaning in text(s).
	<b>Access Point</b>
	ELA.6.R.3.AP.1 Identify examples of figurative language that contribute to tone and meaning in text.
ELA.5.R.3.1	Analyze how figurative language contributes to meaning in text(s).
	<b>Access Point</b>
	ELA.5.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s).
ELA.4.R.3.1	Explain how figurative language contributes to meaning in text(s).
	<b>Access Point</b>
	ELA.4.R.3.AP.1 Identify examples of when figurative language is used to contribute to meaning in text(s).
ELA.3.R.3.1	Identify and explain metaphors, personification and hyperbole in text(s).
	<b>Access Point</b>
	ELA.3.R.3.AP.1 Identify metaphors, personification and hyperbole in text(s).
ELA.2.R.3.1	Identify and explain similes, idioms and alliteration in text(s).
	<b>Access Point</b>
	ELA.2.R.3.AP.1 Identify similes, idioms and alliteration in text(s).
ELA.1.R.3.1	Identify and explain descriptive words and phrases in text(s).
	<b>Access Point</b>
	ELA.1.R.3.AP.1 Identify descriptive words and phrases in text(s).
ELA.K.R.3.1	Identify and explain descriptive words in text(s).
	<b>Access Point</b>
	ELA.K.R.3.AP.1 Identify descriptive words in text(s).

<b>R.3.2 Paraphrase and Summarize</b>	
ELA.12.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.12.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
ELA.11.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.11.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
ELA.10.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.10.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
ELA.9.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.9.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level using the student's mode of communication.
ELA.8.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>

	ELA.8.R.3.AP.2 Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication.
ELA.7.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.7.R.3.AP.2 Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication.
ELA.6.R.3.2	Paraphrase content from grade-level texts.
	<b>Access Point</b>
	ELA.6.R.3.AP.2 Retell content from grade-level texts, at the student’s ability level using the student’s mode of communication.
ELA.5.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
	<b>Access Point</b>
	ELA.5.R.3.AP.2a Identify the plot and theme for a literary text using the student’s mode of communication.
	ELA.5.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student’s mode of communication.
ELA.4.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Include the central idea and relevant details for an informational text.
	<b>Access Point</b>
	ELA.4.R.3.AP.2a Identify the plot and theme for a literary text using the student’s mode of communication.
	ELA.4.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student’s mode of communication.
ELA.3.R.3.2	Summarize a text to enhance comprehension: a. Include plot and theme for a literary text; b. Use the central idea and relevant details for an informational text.
	<b>Access Point</b>
	ELA.3.R.3.AP.2a Identify the plot for a literary text using the student’s mode of communication.
	ELA.3.R.3.AP.2b Identify the central idea and relevant details for an informational text using the student’s mode of communication.
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.
	<b>Access Point</b>
	ELA.2.R.3.AP.2a Identify main story elements and sequence relevant details in a logical order for a literary text using the student’s mode of communication.
	ELA.2.R.3.AP.2b Identify the central idea and a relevant detail for an informational text using the student’s mode of communication.
ELA.1.R.3.2	Retell a text in oral or written form to enhance comprehension: a. Use main story elements at the beginning, middle and end for a literary text; b. Use topic and relevant details for an informational text.
	<b>Access Point</b>
	ELA.1.R.3.AP.2a Identify main story elements at the beginning, middle and end for a literary text using the student’s mode of communication.

	ELA.1.R.3.AP.2b Identify a topic and relevant details for an informational text using the student’s mode of communication.
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.
	<b>Access Point</b>
	ELA.K.R.3.AP.2a Identify main character, setting and important events for a story using the student’s mode of communication.
	ELA.K.R.3.AP.2b Identify topic and details for an informational text using the student’s mode of communication.

<b>R.3.3 Comparative Reading</b>	
ELA.12.R.3.3	Analyze the influence of classic literature on contemporary world texts.
	<b>Access Point</b>
	ELA.12.R.3.AP.3 Compare and contrast the influence of classical literature on contemporary world texts.
ELA.11.R.3.3	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.
	<b>Access Point</b>
	ELA.11.R.3.AP.3a Identify how contemporaneous authors address related topics within the context of the time period.
	ELA.11.R.3.AP.3b Analyze the author’s reasoning within the context of the time period.
ELA.10.R.3.3	Analyze how mythical, classical or religious texts have been adapted.
	<b>Access Point</b>
	ELA.10.R.3.AP.3 Describe how mythical, classical or religious texts have been adapted.
ELA.9.R.3.3	Compare and contrast the ways in which authors have adapted mythical, classical or religious texts.
	<b>Access Point</b>
	ELA.9.R.3.AP.3 Identify the ways in which authors have adapted mythical, classical or religious texts.
ELA.8.R.3.3	Compare and contrast the use or discussion of archetypes in texts.
	<b>Access Point</b>
	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.
ELA.7.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.
	<b>Access Point</b>
	ELA.7.R.3.AP.3 Compare and contrast how two authors with different perspectives view the same theme in a text with grade-level appropriate content at the student’s skill level.
ELA.6.R.3.3	Compare and contrast how authors from different time periods address the same or related topics.
	<b>Access Point</b>
	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 grade-level appropriate content at the student’s skill level.

ELA.5.R.3.3	Compare and contrast primary and secondary sources related to the same topic.
	<b>Access Point</b>
	ELA.5.R.3.AP.3 Compare and contrast important details from primary and secondary sources on the same topic.
ELA.4.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.
	<b>Access Point</b>
	ELA.4.R.3.AP.3 Compare a primary and secondary source on the same event.
ELA.3.R.3.3	Compare and contrast how two authors present information on the same topic or theme.
	<b>Access Point</b>
	ELA.3.R.3.AP.3 Compare and contrast important information presented by two authors on the same topic or theme.
ELA.2.R.3.3	Compare and contrast important details presented by two texts on the same topic or theme.
	<b>Access Point</b>
	ELA.2.R.3.AP.3 Compare the important details presented by two texts on the same topic or theme.
ELA.1.R.3.3	Compare and contrast two texts on the same topic.
	<b>Access Point</b>
	ELA.1.R.3.AP.3 Identify details about two texts on the same topic.
ELA.K.R.3.3	Compare and contrast characters' experiences in stories.
	<b>Access Point</b>
	ELA.K.R.3.AP.3 Identify different character experiences in the same story.

<b>R.3.4 Understanding Rhetoric</b>	
ELA.12.R.3.4	Evaluate rhetorical choices across multiple texts.
	<b>Access Point</b>
	ELA.12.R.3.AP.4 Analyze rhetorical choices across multiple texts.
ELA.11.R.3.4	Evaluate an author's use of rhetoric in text.
	<b>Access Point</b>
	ELA.11.R.3.AP.4 Describe an author's use of rhetoric in a text.
ELA.10.R.3.4	Analyze an author's use of rhetoric in a text.
	<b>Access Point</b>
	ELA.10.R.3.AP.4 Summarize an author's use of rhetoric in a text.
ELA.9.R.3.4	Explain an author's use of rhetoric in a text.
	<b>Access Point</b>
	ELA.9.R.3.AP.4 Identify an author's use of rhetoric in a text.
ELA.8.R.3.4	Explain how an author uses rhetorical devices to support or advance an appeal.
	<b>Access Point</b>
	ELA.8.R.3.AP.4 Describe how an author's use of rhetorical devices (to include rhetorical questioning and irony) supports an appeal.
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.
	<b>Access Point</b>

	ELA.7.R.3.AP.4 Identify the meaning of irony in a text with grade level content at the student's ability level.
ELA.6.R.3.4	Identify rhetorical appeals in a text.
	<b>Access Point</b>
	ELA.6.R.3.AP.4 Identify rhetorical appeals (ethos, logos, pathos) in a text with grade level content at the student's ability level.

## Communication Standards

### *Communicating through Writing*

<b>C.1.1 Handwriting</b>	
ELA.5.C.1.1	Demonstrate fluent and legible cursive writing skills.
	<b>Access Point</b>
	ELA.5.C.1.AP.1 Write cursive letters with adequate spacing.
ELA.4.C.1.1	Demonstrate legible cursive writing skills.
	<b>Access Point</b>
	ELA.4.C.1.AP.1 Write cursive letters.
ELA.3.C.1.1	Write in cursive all upper- and lowercase letters.
	<b>Access Point</b>
	ELA.3.C.1.AP.1 Write cursive letters with a model.
ELA.2.C.1.1	Demonstrate legible printing skills.
	<b>Access Point</b>
	ELA.2.C.1.AP.1 Write letters and/or groups of letters with adequate spacing.
ELA.1.C.1.1	Print all upper- and lowercase letters.
	<b>Access Point</b>
	ELA.1.C.1.AP.1 Print all upper- and lowercase letters with a model.
ELA.K.C.1.1	Print many upper- and lowercase letters.
	<b>Access Point</b>
	ELA.K.C.1.AP.1 Print many upper- and lowercase letters with a model.

<b>C.1.2 Narrative Writing</b>	
ELA.12.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.
	<b>Access Point</b>
	ELA.12.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives and convey universal themes.
ELA.11.C.1.2	Write complex narratives using appropriate techniques to establish multiple perspectives.
	<b>Access Point</b>
	ELA.11.C.1.AP.2 Write a complex narrative using appropriate techniques to establish multiple perspectives.
ELA.10.C.1.2	Write narratives using an appropriate pace to create tension, mood and/or tone.
	<b>Access Point</b>
	ELA.10.C.1.AP.2 Write a narrative using an appropriate pace to create

	tension, mood and/or tone.
ELA.9.C.1.2	Write narratives using narrative techniques, varied transitions and a clearly established point of view.
	<b>Access Point</b>
	ELA.9.C.1.AP.2 Write a narrative using narrative techniques, varied transitions and a clearly established point of view.
ELA.8.C.1.2	Write personal or fictional narratives using narrative techniques, varied transitions and a clearly established point of view.
	<b>Access Point</b>
	ELA.8.C.1.AP.2 Write a personal narrative using a clearly established point of view, precise words and figurative language.
ELA.7.C.1.2	Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.
	<b>Access Point</b>
	ELA.7.C.1.AP.2 Write a personal narrative using a recognizable point of view, precise words and figurative language.
ELA.6.C.1.2	Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.
	<b>Access Point</b>
	ELA.6.C.1.AP.2 Write a personal narrative using precise words and figurative language with guidance and support.
ELA.5.C.1.2	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.
	<b>Access Point</b>
	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.
ELA.4.C.1.2	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.
	<b>Access Point</b>
	ELA.4.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details, transitional words and an ending.
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.
	<b>Access Point</b>
	ELA.3.C.1.AP.2 Write personal or fictional narratives using a logical sequence of events, appropriate details and an ending.
ELA.2.C.1.2	Write personal or fictional narratives using a logical sequence of events, transitions and an ending.
	<b>Access Point</b>
	ELA.2.C.1.AP.2 Write a narrative that includes a beginning, middle and end.
ELA.1.C.1.2	Write narratives that retell two or more appropriately sequenced events, including relevant details and a sense of closure.
	<b>Access Point</b>
	ELA.1.C.1.AP.2 Write a narrative with two sequenced events.
ELA.K.C.1.2	Using a combination of drawing, dictating and/or writing, create narratives with the events in chronological order.

	<b>Access Point</b>
	ELA.K.C.1.AP.2 Using a combination of drawing, dictating and/or writing, create a narrative.

<b>C.1.3 Argumentative Writing</b>	
ELA.12.C.1.3	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.
	<b>Access Point</b>
	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.
ELA.11.C.1.3	Write literary analyses to support claims, using logical reasoning, credible evidence from sources, elaboration and demonstrating an understanding of literary elements.
	<b>Access Point</b>
	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.
ELA.10.C.1.3	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.
	<b>Access Point</b>
	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.
ELA.9.C.1.3	Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions and a tone appropriate to the task.
	<b>Access Point</b>
	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.
ELA.8.C.1.3	Write to argue a position, supporting at least one claim and rebutting at least one counterclaim using logical reasoning, credible evidence from multiple sources, elaboration and a logical organizational structure.
	<b>Access Point</b>
	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.
ELA.7.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration and a logical organizational structure with varied transitions, acknowledging at least one counterclaim.

	<b>Access Point</b>
	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.
ELA.6.C.1.3	Write and support a claim using logical reasoning, relevant evidence from multiple sources, elaboration and a logical organizational structure with varied transitions.
	<b>Access Point</b>
	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.
ELA.5.C.1.3	Write and support a claim using logical reasoning, relevant evidence from a source(s), elaboration and a logical organizational structure with transitions.
	<b>Access Point</b>
	ELA.5.C.1.AP.3 Make a claim about a topic using evidence from sources and an organizational structure with transitions.
ELA.4.C.1.3	Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration and an organizational structure with transitions.
	<b>Access Point</b>
	ELA.4.C.1.AP.3 Write a claim about a topic using evidence from a source with transitions.
ELA.3.C.1.3	Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.
	<b>Access Point</b>
	ELA.3.C.1.AP.3 Write an opinion about a topic with one supporting reason and a conclusion.
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.
	<b>Access Point</b>
	ELA.2.C.1.AP.3 Write an opinion about a topic with one supporting reason.
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.
	<b>Access Point</b>
	ELA.1.C.1.AP.3 Write an opinion about a topic.
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.
	<b>Access Point</b>
	ELA.K.C.1.AP.3 Using a combination of drawing, dictating, selecting and/or writing, express an opinion about a topic.

<b>C.1.4 Expository Writing</b>	
ELA.12.C.1.4	Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.
	<b>Access Point</b>

	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.
ELA.11.C.1.4	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.
	<b>Access Point</b>
	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.
ELA.10.C.1.4	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.
	<b>Access Point</b>
	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.
ELA.9.C.1.4	Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions and a tone appropriate to the task.
	<b>Access Point</b>
	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.
ELA.8.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization and varied purposeful transitions.
	<b>Access Point</b>
	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.
ELA.7.C.1.4	Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.
	<b>Access Point</b>
	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.
ELA.6.C.1.4	Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration and varied transitions.
	<b>Access Point</b>
	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.
ELA.5.C.1.4	Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration and varied transitions.
	<b>Access Point</b>
	ELA.5.C.1.AP.4 Write an expository text about a topic, using multiple sources and an organizational structure with transitions.
ELA.4.C.1.4	Write expository texts about a topic, using multiple sources, elaboration and an organizational structure with transitions.

	<b>Access Point</b>
	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.
ELA.3.C.1.4	Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.
	<b>Access Point</b>
	ELA.3.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction, facts and a conclusion.
ELA.2.C.1.4	Write expository texts about a topic, using a source, providing an introduction, facts, transitions and a conclusion.
	<b>Access Point</b>
	ELA.2.C.1.AP.4 Write an expository text about a topic, using a source, providing an introduction and facts.
ELA.1.C.1.4	Write expository texts about a topic, using a source, providing facts and a sense of closure.
	<b>Access Point</b>
	ELA.1.C.1.AP.4 Write an expository text about a topic, using a source, to provide facts.
ELA.K.C.1.4	Using a combination of drawing, dictating and/or writing, provide factual information about a topic.
	<b>Access Point</b>
	ELA.K.C.1.AP.4 Using a combination of drawing, dictating, selecting and/or writing, provide a fact about a topic.

<b>C.1.5 Improving Writing</b>	
ELA.12.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to enhance purpose, clarity, structure and style.
	<b>Access Point</b>
	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.
ELA.11.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to improve clarity, structure and style.
	<b>Access Point</b>
	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.
ELA.10.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising to address the needs of a specific audience.
	<b>Access Point</b>
	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.
ELA.9.C.1.5	Improve writing by considering feedback from adults, peers and/or online editing tools, revising for clarity and cohesiveness.
	<b>Access Point</b>
	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.

ELA.8.C.1.5	Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity and cohesiveness.
	<b>Access Point</b>
	ELA.8.C.1.AP.5 Improve writing by planning, editing, considering feedback from adults and peers, revising for clarity.
ELA.7.C.1.5	Improve writing by planning, revising and editing, considering feedback from adults and peers.
	<b>Access Point</b>
	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.
ELA.6.C.1.5	Improve writing by planning, revising and editing, considering feedback from adults and peers.
	<b>Access Point</b>
	ELA.6.C.1.AP.5 Improve writing by planning, revising and editing, considering feedback from adults and peers.
ELA.5.C.1.5	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
	<b>Access Point</b>
	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.
ELA.4.C.1.5	Improve writing by planning, revising and editing, with guidance and support from adults and feedback from peers.
	<b>Access Point</b>
	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.
ELA.3.C.1.5	Improve writing as needed by planning, revising and editing, with guidance and support from adults and feedback from peers.
	<b>Access Point</b>
	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.
ELA.2.C.1.5	Improve writing as needed by planning, revising and editing, with guidance and support from adults and feedback from peers.
	<b>Access Point</b>
	ELA.2.C.1.AP.5 Improve writing as needed by planning, revising and editing, with guidance and support from adults.
ELA.1.C.1.5	With guidance and support from adults, improve writing, as needed, by planning, revising and editing.
	<b>Access Point</b>
	ELA.1.C.1.AP.5 With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.
ELA.K.C.1.5	With guidance and support from adults, improve drawing and writing, as needed, by planning, revising and editing.

	<b>Access Point</b>
	ELA.K.C.1.AP.5 With guidance and support from adults, improve drawing and writing, as needed, by planning and revising.

*Communicating Orally*

<b>C.2.1 Oral Presentation</b>	
ELA.12.C.2.1	Present information orally, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.
	<b>Access Point</b>
	ELA.12.C.2.AP.1 Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.
ELA.11.C.2.1	Present information orally, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate.
	<b>Access Point</b>
	ELA.11.C.2.AP.1 Present information, with a logical organization, coherent focus and credible evidence, while employing effective rhetorical devices where appropriate, using the student's mode of communication with guidance and support.
ELA.10.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
	<b>Access Point</b>
	ELA.10.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.
ELA.9.C.2.1	Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.
	<b>Access Point</b>
	ELA.9.C.2.AP.1 Present information, with a logical organization and coherent focus, with credible evidence, creating a clear perspective, using the student's mode of communication with guidance and support.
ELA.8.C.2.1	Present information orally, in a logical sequence, supporting the central idea with credible evidence.
	<b>Access Point</b>
	ELA.8.C.2.AP.1 Present information in a logical sequence, supporting the central idea with evidence, using the student's mode of communication with guidance and support .
ELA.7.C.2.1	Present information orally, in a logical sequence, emphasizing key points that support the central idea.
	<b>Access Point</b>
	ELA.7.C.2.AP.1 Present information in a logical sequence, emphasizing key points that support the central idea, using the student's mode of communication with guidance and support.
ELA.6.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
	<b>Access Point</b>

	ELA.6.C.2.AP.1 Present information in a logical sequence, using the student's mode of communication with guidance and support.
ELA.5.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation and appropriate pacing.
	<b>Access Point</b> ELA.5.C.2.AP.1 Express information in a logical sequence, using nonverbal cues and awareness of pacing, using the student's mode of communication.
ELA.4.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
	<b>Access Point</b> ELA.4.C.2.AP.1 Express information in a logical sequence, using nonverbal cues, using the student's mode of communication.
ELA.3.C.2.1	Present information orally, in a logical sequence, using nonverbal cues, appropriate volume and clear pronunciation.
	<b>Access Point</b> ELA.3.C.2.AP.1 Express information in a logical sequence, using nonverbal cues, using the student's mode of communication.
ELA.2.C.2.1	Present information orally using complete sentences, appropriate volume and clear pronunciation.
	<b>Access Point</b> ELA.2.C.2.AP.1 Express information using complete sentences and appropriate volume, using the student's mode of communication.
ELA.1.C.2.1	Present information orally using complete sentences and appropriate volume.
	<b>Access Point</b> ELA.1.C.2.AP.1 Express information using complete sentences and appropriate volume, using the student's mode of communication.
ELA.K.C.2.1	Present information orally using complete sentences.
	<b>Access Point</b> ELA.K.C.2.AP.1 Express information using complete sentences, using the student's mode of communication.

<b>C.3 Conventions</b>	
ELA.12.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b> ELA.12.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. <ul style="list-style-type: none"> <li>Practice usage of rules to create flow in writing and/or presenting.</li> </ul>
ELA.11.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b> ELA.11.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. <ul style="list-style-type: none"> <li>Practice usage of rules to create flow in writing and/or presenting.</li> </ul>
ELA.10.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization

	and spelling appropriate to grade level.
	<b>Access Point</b>
	ELA.10.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. <ul style="list-style-type: none"> <li>Practice usage of rules to create flow in writing and/or presenting.</li> </ul>
ELA.9.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b>
	ELA.9.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level content. <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>
ELA.8.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b>
	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. <ul style="list-style-type: none"> <li>Vary sentence structure.</li> </ul>
ELA.7.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b>
	ELA.7.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support. <ul style="list-style-type: none"> <li>Use pronouns correctly with regard to case, number and a person, correcting for vague pronoun reference.</li> </ul>
ELA.6.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b>
	ELA.6.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade-level with guidance and support. <ul style="list-style-type: none"> <li>Use conjunctions correctly to join words and phrases in a sentence.</li> </ul>
ELA.5.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.
	<b>Access Point</b>
	ELA.5.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling. <ul style="list-style-type: none"> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Identify main and subordinate clauses.</li> </ul>
ELA.4.C.3.1	Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.

	<p><b>Access Point</b></p> <p>ELA.4.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> <li>Identify and use prepositions and prepositional phrases.</li> </ul> <p>Maintain consistent verb tense within a paragraph.</p>
ELA.3.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p> <p><b>Access Point</b></p> <p>ELA.3.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> <li>Use interjections.</li> <li>Use apostrophes to form contractions.</li> <li>Identify quotation marks with dialogue and direct quotations.</li> </ul> <p>Identify prepositions and prepositional phrases.</p>
ELA.2.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p> <p><b>Access Point</b></p> <p>ELA.2.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> <li>Use possessives and plural possessives.</li> <li>Use subject-verb agreement in simple sentences.</li> <li>Appropriately use pronouns.</li> </ul> <p>Use commas in a series.</p>
ELA.1.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p> <p><b>Access Point</b></p> <p>ELA.1.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</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> </ul> <p>Form regular plural nouns orally by adding -s or -es.</p>
ELA.K.C.3.1	<p>Follow the rules of standard English grammar, punctuation, capitalization and spelling appropriate to grade level.</p> <p><b>Access Point</b></p> <p>ELA.K.C.3.AP.1 Follow the rules of standard English grammar, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence, the pronoun I and use ending punctuation.</li> <li>Form and use complete simple sentences.</li> </ul> <p>Use interrogatives to ask questions.</p>

### *Researching*

<b>C.4.1 Researching and Using Information</b>	
ELA.12.C.4.1	Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.

	<b>Access Point</b>
	ELA.12.C.4.AP.1 Summarize research on a topic to answer a question from a variety of sources.
ELA.11.C.4.1	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.
	<b>Access Point</b>
	ELA.11.C.4.AP.1a Organize literary research to answer a question, refining the scope of the question to align with interpretations of texts.
	ELA.11.C.4.AP.1b Summarize information from primary and secondary sources.
ELA.10.C.4.1	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.
	<b>Access Point</b>
	ELA.10.C.4.AP.1a Conduct research to answer a question, drawing on multiple reliable and valid sources.
	ELA.10.C.4.AP.1b Summarize information from multiple reliable and valid sources.
ELA.9.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and refining the scope of the question to align with findings.
	<b>Access Point</b>
	ELA.9.C.4.AP.1a Conduct research to answer a question, drawing on a reliable and valid source.
	ELA.9.C.4.AP.1b Clarify the scope of a question to align with research findings.
ELA.8.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
	<b>Access Point</b>
	ELA.8.C.4.AP.1 Conduct research to answer a question, drawing on reliable and valid sources and generating additional questions, with guidance and support.
ELA.7.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and generating additional questions for further research.
	<b>Access Point</b>
	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.
ELA.6.C.4.1	Conduct research to answer a question, drawing on multiple reliable and valid sources and refocusing the inquiry when appropriate.
	<b>Access Point</b>
	ELA.6.C.4.AP.1 Conduct research to answer a question, identifying valid and reliable sources, with guidance and support.
ELA.5.C.4.1	Conduct research to answer a question, organizing information about the topic and using multiple reliable and valid sources.
	<b>Access Point</b>
	ELA.5.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided reliable and valid sources.

ELA.4.C.4.1	Conduct research to answer a question, organizing information about the topic, using multiple valid sources.
	<b>Access Point</b>
	ELA.4.C.4.AP.1 Participate in research to answer a question, organizing information about the topic, using provided valid sources.
ELA.3.C.4.1	Conduct research to answer a question, organizing information about the topic from multiple sources.
	<b>Access Point</b>
	ELA.3.C.4.AP.1 Participate in research to answer a question, organizing information about the topic from multiple sources.
ELA.2.C.4.1	Participate in research to gather information to answer a question about a single topic using multiple sources.
	<b>Access Point</b>
	ELA.2.C.4.AP.1 Participate in guided research to gather information to answer a question about a single topic using multiple sources.
ELA.1.C.4.1	Participate in research to gather information to answer a question about a single topic.
	<b>Access Point</b>
	ELA.1.C.4.AP.1 Participate in guided research to gather information to answer a question about a single topic.
ELA.K.C.4.1	Recall information to answer a question about a single topic.
	<b>Access Point</b>
	ELA.K.C.4.AP.1 Identify information to answer a question about a single topic.

### *Creating and Collaborating*

<b>C.5.1 Multimedia</b>	
ELA.12.C.5.1	Design and evaluate digital presentations for effectiveness.
	<b>Access Point</b>
	ELA.12.C.5.AP.1 Plan and create a digital presentation for effectiveness.
ELA.11.C.5.1	Create digital presentations to improve the experience of the audience.
	<b>Access Point</b>
	ELA.11.C.5.AP.1 Integrate details into a digital presentation to improve the experience of the audience.
ELA.10.C.5.1	Create digital presentations to improve understanding of findings, reasoning and evidence.
	<b>Access Point</b>
	ELA.10.C.5.AP.1 Integrate a detail into digital presentation to improve understanding of findings, reasoning and evidence.
ELA.9.C.5.1	Create digital presentations with coherent ideas and a clear perspective.
	<b>Access Point</b>
	ELA.9.C.5.AP.1 Integrate a detail into a digital presentation with a coherent idea and a clear perspective.
ELA.8.C.5.1	Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.
	<b>Access Point</b>
	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.
ELA.7.C.5.1	Integrate diverse digital media to build cohesion in oral or written tasks.
	<b>Access Point</b>
	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.
ELA.6.C.5.1	Integrate diverse digital media to enhance audience engagement in oral or written tasks.
	<b>Access Point</b>
	ELA.6.C.5.AP.1 Use one or more multimedia elements to create emphasis and/or clarity in oral or written tasks.
ELA.5.C.5.1	Arrange multimedia elements to create emphasis and/or clarity in oral or written tasks.
	<b>Access Point</b>
	ELA.5.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks.
ELA.4.C.5.1	Arrange multimedia elements to create emphasis in oral or written tasks.
	<b>Access Point</b>
	ELA.4.C.5.AP.1 Use one or more multimedia elements to create emphasis in oral or written tasks.
ELA.3.C.5.1	Use two or more multimedia elements to enhance oral or written tasks.
	<b>Access Point</b>
	ELA.3.C.5.AP.1 Identify one or more multimedia elements to enhance oral and written tasks.
ELA.2.C.5.1	Use one or more multimedia element(s) to enhance oral or written tasks.
	<b>Access Point</b>
	ELA.2.C.5.AP.1 Identify one multimedia element to enhance oral or written tasks.
ELA.1.C.5.1	Use a multimedia element to enhance oral or written tasks.
	<b>Access Point</b>
	ELA.1.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options.
ELA.K.C.5.1	Use a multimedia element to enhance oral or written tasks.
	<b>Access Point</b>
	ELA.K.C.5.AP.1 Identify the correct multimedia element to enhance oral or written tasks when presented with options.

<b>C.5.2 Technology in Communication</b>	
ELA.12.C.5.2	Create, publish and share multimedia texts through a variety of digital formats.
	<b>Access Point</b>
	ELA.12.C.5.AP.2 Create, publish and share a multimedia text through a variety of digital formats.
ELA.11.C.5.2	Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.
	<b>Access Point</b>

	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.
ELA.10.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.
	<b>Access Point</b>
	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.
ELA.9.C.5.2	Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.
	<b>Access Point</b>
	ELA.9.C.5.AP.2 Use an online platform to create and share publication-ready quality writing tailored to a specific audience.
ELA.8.C.5.2	Use a variety of digital tools to collaborate with others to produce writing.
	<b>Access Point</b>
	ELA.8.C.5.AP.2 Identify two or more digital tools to collaborate with others to produce writing.
ELA.7.C.5.2	Use digital tools to produce and share writing.
	<b>Access Point</b>
	ELA.7.C.5.AP.2 Identify digital tools to produce and share writing.
ELA.6.C.5.2	Use digital tools to produce writing.
	<b>Access Point</b>
	ELA.6.C.5.AP.2 Identify digital tools to produce writing.
ELA.5.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	<b>Access Point</b>
	ELA.5.C.5.AP.2 Use digital writing tools individually or collaboratively to plan, draft and revise writing with support from adults.
ELA.4.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	<b>Access Point</b>
	ELA.4.C.5.AP.2 Use digital writing tools individually or collaboratively to draft and revise writing with support from adults.
ELA.3.C.5.2	Use digital writing tools individually or collaboratively to plan, draft and revise writing.
	<b>Access Point</b>
	ELA.3.C.5.AP.2 Use digital writing tools individually or collaboratively to draft writing with support from adults.
ELA.2.C.5.2	Use digital tools to produce and publish writing individually or with peers and with support from adults.
	<b>Access Point</b>
	ELA.2.C.5.AP.2 Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
ELA.1.C.5.2	Identify and use digital tools to produce and publish writing individually or with peers and with support from adults.
	<b>Access Point</b>

ELA.1.C.5.AP.2 Identify digital tools to produce and publish writing individually or with peers and with support from adults.

**This benchmark isn't present in Kindergarten**

## Vocabulary

### *Finding Meaning*

<b>V.1.1 Academic Vocabulary</b>	
ELA.12.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.12.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
ELA.11.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.11.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
ELA.10.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.10.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
ELA.9.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.9.V.1.AP.1 Use grade-level content vocabulary in communication, using the student's mode of communication.
ELA.8.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.8.V.1.AP.1 Use grade-level academic vocabulary in communication, using the student's mode of communication.
ELA.7.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.7.V.1.AP.1 Use grade-level academic vocabulary in communication, using the student's mode of communication.
ELA.6.V.1.1	Integrate academic vocabulary appropriate to grade level in speaking and writing.
	<b>Access Point</b>
	ELA.6.V.1.AP.1 Use grade-level academic vocabulary in communication, using the student's mode of communication.
ELA.5.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.5.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student's mode of communication.

ELA.4.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.4.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student’s mode of communication.
ELA.3.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.3.V.1.AP.1 Identify and use grade-level academic vocabulary appropriately in communication, using the student’s mode of communication.
ELA.2.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.2.V.1.AP.1 Identify grade-level academic vocabulary appropriately in communication, using the student’s mode of communication.
ELA.1.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.1.V.1.AP.1 Identify grade-level academic vocabulary appropriately in communication, using the student’s mode of communication.
ELA.K.V.1.1	Use grade-level academic vocabulary appropriately in speaking and writing.
	<b>Access Point</b>
	ELA.K.V.1.AP.1 Use grade-level academic vocabulary appropriately in communication, using the student’s mode of communication.

<b>V.1.2 Morphology</b>	
ELA.12.V.1.2	Apply knowledge of etymology, derivations and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.11.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.10.V.1.2	Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.9.V.1.2	Apply knowledge of etymology and derivations to determine meanings

	of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.8.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.6.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.
	<b>Access Point</b>
	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.
ELA.5.V.1.2	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.
	<b>Access Point</b>
	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.
ELA.4.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.
	<b>Access Point</b>
	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.
ELA.3.V.1.2	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.
	<b>Access Point</b>
	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.

ELA.2.V.1.2	Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.
	<b>Access Point</b>
	ELA.2.V.1.AP.2 Identify base words and affixes to determine the meaning of unfamiliar words in grade-level content at the student's ability level.
ELA.1.V.1.2	Identify and use frequently occurring base words and their common inflections in grade-level content.
	<b>Access Point</b>
	ELA.1.V.1.AP.2 Identify frequently occurring base words and their common inflections in grade-level content at the student's ability level.
ELA.K.V.1.2	Ask and answer questions about unfamiliar words in grade-level content.
	<b>Access Point</b>
	ELA.K.V.1.AP.2 Identify unfamiliar words in grade-level content at the student's ability level.

<b>V.1.3 Context and Connotation</b>	
ELA.12.V.1.3	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.
	<b>Access Point</b>
	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.
ELA.11.V.1.3	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.
	<b>Access Point</b>
	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.
ELA.10.V.1.3	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.
	<b>Access Point</b>
	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.
ELA.9.V.1.3	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.
	<b>Access Point</b>

	<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.</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><b>Access Point</b></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.</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><b>Access Point</b></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.</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><b>Access Point</b></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>
ELA.5.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><b>Access Point</b></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>
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</p>

	level.
	<b>Access Point</b>
	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.
ELA.3.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.
	<b>Access Point</b>
	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.
ELA.2.V.1.3	Identify and use context clues, word relationships, background knowledge, reference materials and/or background knowledge to determine the meaning of unknown words.
	<b>Access Point</b>
	ELA.2.V.1.AP.3 Identify and use picture clues, context clues, word relationships and/or background knowledge to determine the meaning of unknown words at the student’s ability level.
ELA.1.V.1.3	Identify and use picture clues, context clues, word relationships, reference materials and/or background knowledge to determine the meaning of unknown words.
	<b>Access Point</b>
	ELA.1.V.1.AP.3 Identify and use picture clues, context clues and/or background knowledge to determine the meaning of unknown words at the student’s ability level.
ELA.K.V.1.3	Identify and sort common words into basic categories, relating vocabulary to background knowledge.
	<b>Access Point</b>
	ELA.K.V.1.AP.3 Identify categories of common words in grade-level text at the student’s ability level, using the student’s mode of communication.