

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

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## Course Standards

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

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

ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
ELA.9.C.3.1:	<p><b>Standard Relation to Course: Major</b>  Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a>.</p>
ELA.9.C.5.1:	<p><b>Standard Relation to Course: Supporting</b>  Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.9.R.1.2:	<p><b>Standard Relation to Course: Major</b>  Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed may be in the same or multiple literary texts.</p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Devices</a> for more information on irony.</p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p>
ELA.9.R.2.1:	<p><b>Standard Relation to Course: Major</b>  Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.9.R.2.3:	<p><b>Standard Relation to Course: Major</b>  Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>

ELA.9.R.2.4:	<p><b>Standard Relation to Course: Major</b> Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.9.R.3.1:	<p><b>Standard Relation to Course: Major</b> Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, melosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
ELA.9.R.3.2:	<p><b>Standard Relation to Course: Major</b> Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.9.R.3.3:	<p><b>Standard Relation to Course: Major</b> Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.9.R.3.4:	<p><b>Standard Relation to Course: Major</b> Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.9.V.1.1:	<p><b>Standard Relation to Course: Supporting</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. <i>Clarification 3:</i> See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b> Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b> Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b> Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p>

ELA.K12.EE.3.1:	Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p>
ELA.K12.EE.4.1:	<p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELA.K12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SI.1:	<p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

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

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

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

### GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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

### VERSION REQUIREMENTS

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

### GENERAL INFORMATION

**Course Number:** 1000412

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Remedial > **Abbreviated Title:** Intens Read 1

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

**Course Length:** Year (Y)

**Course Type:** Elective Course

**Course Level:** 2

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

**Grade Level(s):** 9

**Graduation Requirement:** Electives

### Educator Certifications

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

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

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

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

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

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## Course Standards

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

Name	Description
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (Interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed and compared may be in the same or multiple literary texts.</p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p>
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.10.R.2.2:	<p>Analyze the central idea(s) of historical American speeches and essays.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.10.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.</p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
ELA.10.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>

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

ELA.9.V.1.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

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

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

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



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

## GENERAL NOTES

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

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

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

## VERSION REQUIREMENTS

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

## GENERAL INFORMATION

**Course Number:** 1000414

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

**Course Type:** Elective Course

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

**Grade Level(s):** 10

**Graduation Requirement:** Electives

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

**Abbreviated Title:** INTENS READ 2

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

**Course Level:** 2

## Educator Certifications

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

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

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

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



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

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## Course Standards

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

Name	Description
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b></p>

ELA.11.R.1.2:	<p><i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see <u>Literary Periods</u>.</p>
ELA.11.R.2.1:	<p>Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <u>Rhetorical Appeals</u> and <u>Rhetorical Devices</u>.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see <u>Types of Logical Reasoning</u>.</p>
ELA.11.R.3.1:	<p>Analyze the author's use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See <u>Secondary Figurative Language</u>.</p>
ELA.11.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.3:	<p>Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul>

	<p><i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
ELA.11.R.3.4:	<p>Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.11.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> <li>Orally produce single-syllable and multisyllabic words by accurately blending sounds.</li> <li>Accurately segment single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonological awareness only refers to what can be done orally at both the sound and syllabic level. This includes isolating sounds, blending sounds, and orally segmenting words based on syllables. It does not involve print or letter knowledge.  <ol style="list-style-type: none"> <li>Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser.</li> <li>Orally break cat into c-a-t/ orally break trouser into trou-ser.</li> </ol></p>
ELA.612.F.2.2:	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to decode single-syllable and multisyllabic words.</li> <li>Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Phonics refers to the relationship between graphemes (letters or letter combinations) and phonemes (speech sounds). Since morphemes represent the smallest unit of language with meaning, morphology refers to the skill of recognizing morphemes as a unit when decoding and determining meaning.</p>
ELA.612.F.2.3:	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> <li>Use an array of strategies to accurately encode single-syllable and multisyllabic words.</li> </ol> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Encoding refers to using the written word in order to communicate. It combines the skills of phonological awareness, phonics, and morphology to move from the oral to the written word.  <ol style="list-style-type: none"> <li>The process of encoding sounds through letters (s, r), consonant blends (sh, sk), digraphs (ay, ew), or trigraphs (sch, thr) using conventional spelling patterns to form words.</li> <li>The process of adding single units of sound with meaning to existing word parts to encode a given word.</li> </ol></p>
ELA.612.F.2.4:	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Fluency Norms</a> for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal.  <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See <a href="#">Sample Oral Reading Fluency Rubrics</a> for prosody.  <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those <u>within the grade band on quantitative text complexity measures</u> and appropriate in content and qualitative measures.</p>
ELA.8.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Common Greek and Latin Roots 6-8</a> and <a href="#">Affixes</a>.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p>

	6-8 Students continue with previous skills and use a style guide to create a proper citation.
	9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	Read and comprehend grade-level complex texts proficiently. <b>Clarifications:</b> See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. <b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.
ELA.K12.EE.4.1:	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations. <b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
ELA.K12.EE.5.1:	Use the accepted rules governing a specific format to create quality work. <b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
ELA.K12.EE.6.1:	Use appropriate voice and tone when speaking or writing. <b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

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

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

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

### GENERAL NOTES

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

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

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

### VERSION REQUIREMENTS

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

## GENERAL INFORMATION

**Course Number:** 1000416

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

**Course Type:** Elective Course

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

**Grade Level(s):** 11

**Graduation Requirement:** Electives

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

**Abbreviated Title:** INTENS READ 3

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

**Course Level:** 2

## Educator Certifications

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

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

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

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



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

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## Course Standards

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

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using rhetorical devices as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.  <i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the</p>

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



**Standard Relation to Course: Major**

Evaluate rhetorical choices across multiple texts.

**Clarifications:**

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

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

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

ELA.12.R.3.4:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.12.V.1.1:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

*Clarification 3:* See Foreign Words and Phrases for a list of commonly used foreign phrases.

ELA.12.V.1.2:

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

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

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.12.R.3.1 and Secondary Figurative Language.

ELA.12.V.1.3:

**Standard Relation to Course: Major**

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

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

**Clarifications:**

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

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

ELA.612.F.2.1:

**Standard Relation to Course: Major**

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

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

**Clarifications:**

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

ELA.612.F.2.2:

**Standard Relation to Course: Major**

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

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

**Clarifications:**

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

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

ELA.612.F.2.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

*Clarification 2:* Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See

ELA.612.F.2.4:

	<p>Sample Oral Reading Fluency Rubrics for prosody.</p> <p><i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.1.1:	<p><b>Clarifications:</b></p> <p>See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	
ELA.K12.EE.3.1:	
ELA.K12.EE.4.1:	
ELA.K12.EE.5.1:	
ELA.K12.EE.6.1:	
ELD.K12.ELL.LA.1:	
ELD.K12.ELL.SI.1:	

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.

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

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

## GENERAL NOTES

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

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

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

## VERSION REQUIREMENTS

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

## GENERAL INFORMATION

**Course Number:** 1000418

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

**Course Type:** Elective Course

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

**Grade Level(s):** 12

**Graduation Requirement:** Electives

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

**Abbreviated Title:** INTENS READ 4

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

**Course Level:** 2

## Educator Certifications

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

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

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

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: [https://www.cpalms.org?title=2021%20-%20And%20Beyond%20\(current\)/Public/PreviewCourse/Preview/17774](https://www.cpalms.org?title=2021%20-%20And%20Beyond%20(current)/Public/PreviewCourse/Preview/17774)



# English 1 (#1001310) 2022 - And Beyond

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## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze universal themes and their development throughout a literary text.</p>

ELA.9.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed may be in the same or multiple literary texts.</p>
	<p><b>Standard Relation to Course: Major</b>  Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p>
ELA.9.R.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Devices</a> for more information on irony.</p>
	<p><b>Standard Relation to Course: Major</b>  Analyze the characters, structures, and themes of epic poetry.</p>
ELA.9.R.1.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p>
ELA.9.R.2.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
	<p><b>Standard Relation to Course: Major</b>  Evaluate the support an author uses to develop the central idea(s) throughout a text.</p>
ELA.9.R.2.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p>
ELA.9.R.2.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p>
ELA.9.R.2.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
	<p><b>Standard Relation to Course: Major</b>  Explain how figurative language creates mood in text(s).</p>
ELA.9.R.3.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Paraphrase content from grade-level texts.</p>
ELA.9.R.3.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p><b>Standard Relation to Course: Major</b>  Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p>
ELA.9.R.3.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
	<p><b>Standard Relation to Course: Major</b>  Explain an author's use of rhetoric in a text.</p>
ELA.9.R.3.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>
	<p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks</p>

ELA.9.V.1.1:	<p>independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p><b>Standard Relation to Course: Major</b>  Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

## GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001310	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 1
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Data entry status - hidden	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
	<b>Course Level:</b> 2

## Educator Certifications

English (Grades 6-12)
Middle Grades English (Middle Grades 5-9)

## Equivalent Courses

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17741>





# English Honors 1 (#1001320) 2022 - And Beyond

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

## Course Standards

Name	Description
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze universal themes and their development throughout a literary text.</p>

ELA.9.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed may be in the same or multiple literary texts.</p>
ELA.9.R.1.3:	<p><b>Standard Relation to Course: Major</b>  Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Devices</a> for more information on irony.</p>
ELA.9.R.1.4:	<p><b>Standard Relation to Course: Major</b>  Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p>
ELA.9.R.2.1:	<p><b>Standard Relation to Course: Major</b>  Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.9.R.2.2:	<p><b>Standard Relation to Course: Major</b>  Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.9.R.2.3:	<p><b>Standard Relation to Course: Major</b>  Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.9.R.2.4:	<p><b>Standard Relation to Course: Major</b>  Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>
ELA.9.R.3.1:	<p><b>Standard Relation to Course: Major</b>  Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
ELA.9.R.3.2:	<p><b>Standard Relation to Course: Major</b>  Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.9.R.3.3:	<p><b>Standard Relation to Course: Major</b>  Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.9.R.3.4:	<p><b>Standard Relation to Course: Major</b>  Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p>
	<p><b>Standard Relation to Course: Major</b>  Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks</p>

ELA.9.V.1.1:	<p>independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p><b>Standard Relation to Course: Major</b>  Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p><b>Standard Relation to Course: Major</b>  Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b>  Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b>  Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b>  Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b>  Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate for social and instructional purposes within the school setting.</p>
SS.912.H.2.2:	<p><b>Standard Relation to Course: Supporting</b>  Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b>  Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### GENERAL NOTES

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

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

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

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

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

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

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

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

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 9th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

<b>Course Number:</b> 1001320	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG HON 1
	<b>Course Length:</b> Year (Y)
	<b>Course Attributes:</b>
	<ul style="list-style-type: none"> <li>• Honors</li> <li>• Class Size Core Required</li> </ul>
<b>Course Type:</b> Core Academic Course	<b>Course Level:</b> 3
<b>Course Status:</b> Data entry status - hidden	
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

## Equivalent Courses

1001415-Pre-Advanced Placement English 1

Equivalency start year: 2018

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17744>



# English 2 (#1001340) 2022 - And Beyond

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## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and <a href="#">rhetorical appeals</a> rather than on propaganda techniques. Use <a href="#">narrative techniques</a> to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze and compare universal themes and their development throughout a literary text.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.10.R.1.2:

**Standard Relation to Course: Major**

Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

**Clarifications:**

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

ELA.10.R.1.3:

**Standard Relation to Course: Major**

Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Clarifications:**

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

ELA.10.R.1.4:

**Standard Relation to Course: Major**

Analyze the impact of multiple text structures and the use of features in text(s).

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

ELA.10.R.2.1:

**Standard Relation to Course: Major**

Analyze the central idea(s) of historical American speeches and essays.

**Clarifications:**

*Clarification 1:* In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

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

ELA.10.R.2.2:

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

ELA.10.R.2.3:

ELA.10.R.2.4:

**Clarifications:**

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

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.10.R.3.1:

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

ELA.10.R.3.2:

**Standard Relation to Course: Major**

Analyze how mythical, classical, or religious texts have been adapted.

**Clarifications:**

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

ELA.10.R.3.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

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

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

ELA.10.R.3.4:

**Standard Relation to Course: Major**

ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p><b>Standard Relation to Course: Major</b>  Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.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>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.10.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b>  Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b>  Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b>  Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b>  Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p><b>Standard Relation to Course: Supporting</b>  English language learners communicate for social and instructional purposes within the school setting.</p>



# General Course Information and Notes

## VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

## GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

<b>Course Number:</b> 1001340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> English >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> ENG 2
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Data entry status - hidden	<b>Course Attributes:</b>
<b>Graduation Requirement:</b> English	<ul style="list-style-type: none"><li>• Class Size Core Required</li></ul>
	<b>Course Level:</b> 2

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17752>



# English Honors 2 (#1001350) 2022 - And Beyond

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

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and <a href="#">rhetorical appeals</a> rather than on propaganda techniques. Use <a href="#">narrative techniques</a> to strengthen writing where appropriate.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li></ul>Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul><i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.4.1:	<p>Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.1:	<p>Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude</p>

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze and compare universal themes and their development throughout a literary text.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.10.R.1.2:

**Standard Relation to Course: Major**

Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.

**Clarifications:**

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

ELA.10.R.1.3:

**Standard Relation to Course: Major**

Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.

**Clarifications:**

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

ELA.10.R.1.4:

**Standard Relation to Course: Major**

Analyze the impact of multiple text structures and the use of features in text(s).

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

ELA.10.R.2.1:

**Standard Relation to Course: Major**

Analyze the central idea(s) of historical American speeches and essays.

**Clarifications:**

*Clarification 1:* In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

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

ELA.10.R.2.2:

**Standard Relation to Course: Major**

Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.

**Standard Relation to Course: Major**

Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.

**Clarifications:**

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

ELA.10.R.2.4:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.10.R.3.1:

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

ELA.10.R.3.2:

**Standard Relation to Course: Major**

Analyze how mythical, classical, or religious texts have been adapted.

**Clarifications:**

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

ELA.10.R.3.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

*Clarification 2:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from [10.R.3.1](#) with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.

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

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

ELA.10.R.3.4:

**Standard Relation to Course: Major**

ELA.10.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.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>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.10.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b>  Classify styles, forms, types, and genres within art forms.</p>

**Clarifications:**

Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.

**Standard Relation to Course: Supporting**

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### GENERAL NOTES

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

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

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

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

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

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

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

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

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

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 10th Grade Sample Book List should be used in instruction.

### GENERAL INFORMATION

**Course Number:** 1001350

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

**Course Type:** Core Academic Course

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

**Abbreviated Title:** ENG HON 2

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

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

**Graduation Requirement:** English

## **Educator Certifications**

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17753>



# English 3 (#1001370) 2022 - And Beyond

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

## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul><i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>



ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
ELA.11.R.1.2:	<p><b>Standard Relation to Course: Major</b>  Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
ELA.11.R.1.3:	<p><b>Standard Relation to Course: Major</b>  Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.11.R.1.4:	<p><b>Standard Relation to Course: Major</b>  Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see <a href="#">Literary Periods</a>.</p>
ELA.11.R.2.1:	<p><b>Standard Relation to Course: Major</b>  Evaluate the structure(s) and features in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p><b>Standard Relation to Course: Major</b>  Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.11.R.2.3:	<p><b>Standard Relation to Course: Major</b>  Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p><b>Standard Relation to Course: Major</b>  Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
ELA.11.R.3.1:	<p><b>Standard Relation to Course: Major</b>  Analyze the author's use of figurative language and explain examples of allegory.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.</p>

ELA.11.R.3.2:	<p><b>Standard Relation to Course: Major</b> Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.3:	<p><b>Standard Relation to Course: Major</b> Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
ELA.11.R.3.4:	<p><b>Standard Relation to Course: Major</b> Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>. <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.11.V.1.1:	<p><b>Standard Relation to Course: Major</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.2:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.3:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. <i>Clarification 3:</i> See <a href="#">ELA.11.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b> Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b> Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
	<p><b>Standard Relation to Course: Supporting</b></p>

ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

## VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001370

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

**Course Type:** Core Academic Course

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

**Graduation Requirement:** English

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

**Abbreviated Title:** ENG 3

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17742>

# English Honors 3 (#1001380) 2022 - And Beyond

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## Course Standards

Name	Description
ELA.11.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:</p>

ELA.11.R.1.1:	<p>Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p>
<b>Standard Relation to Course: Major</b>	
Track and analyze universal themes in literary texts from different times and places.	
ELA.11.R.1.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p>
<b>Standard Relation to Course: Major</b>	
Analyze the author's choices in using juxtaposition to define character perspective.	
ELA.11.R.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
<b>Standard Relation to Course: Major</b>	
Analyze ways in which poetry reflects themes and issues of its time period.	
ELA.11.R.1.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see <a href="#">Literary Periods</a>.</p>
<b>Standard Relation to Course: Major</b>	
Evaluate the structure(s) and features in texts.	
ELA.11.R.2.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
<b>Standard Relation to Course: Major</b>	
Analyze the central idea(s) of speeches and essays from the Classical Period.	
ELA.11.R.2.2:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<b>Standard Relation to Course: Major</b>	
ELA.11.R.2.3:	Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.  <i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
<b>Standard Relation to Course: Major</b>	
Analyze the author's use of figurative language and explain examples of allegory.	
ELA.11.R.3.1:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.</p>

	<p><b>Standard Relation to Course: Major</b> Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.11.R.3.2:	
	<p><b>Standard Relation to Course: Major</b> Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>
ELA.11.R.3.3:	
	<p><b>Standard Relation to Course: Major</b> Evaluate an author's use of rhetoric in text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>. <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.11.R.3.4:	
	<p><b>Standard Relation to Course: Major</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.11.V.1.1:	
	<p><b>Standard Relation to Course: Major</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.11.V.1.2:	
	<p><b>Standard Relation to Course: Major</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. <i>Clarification 3:</i> See <a href="#">ELA.11.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.11.V.1.3:	
	<p><b>Standard Relation to Course: Major</b> Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.1.1:	
	<p><b>Standard Relation to Course: Supporting</b> Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.2.1:	
	<p><b>Standard Relation to Course: Supporting</b></p>

	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.4.1:	<p><b>Standard Relation to Course: Supporting</b> Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b> Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELA.K12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b> English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SI.1:	<p><b>Standard Relation to Course: Supporting</b> Classify styles, forms, types, and genres within art forms.</p> <p><b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.</p>
SS.912.H.2.2:	<p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

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

### GENERAL NOTES

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

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

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

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

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

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

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



## VERSION REQUIREMENTS

Approximately one-third of the titles from the 11th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001380

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

**Course Type:** Core Academic Course

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

**Graduation Requirement:** English

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

**Abbreviated Title:** ENG HON 3

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Level:** 3

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17745>



# English 4 (#1001400) 2022 - And Beyond

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## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using <a href="#">rhetorical devices</a> as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean</p>

ELA.12.R.1.1:	<p>Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p> <p><i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><i>Clarification 4:</i> Functional significance refers to the role each element plays in creating meaning or effect for the reader.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.2:	<p>Analyze two or more themes and evaluate their development throughout a literary text.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For the purposes of this benchmark, there is not a one- or two-word topic, but a complete thought that communicates the author's message.</p> <p><i>Clarification 2:</i> The themes being analyzed may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.3:	<p>Evaluate the development of character perspective, including conflicting perspectives.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.4:	<p>Evaluate works of major poets in their historical context.</p> <p><b>Clarifications:</b></p> <p><i>Sample poets for this benchmark include:</i></p> <ul style="list-style-type: none"> <li>• Emily Dickinson</li> <li>• Langston Hughes</li> <li>• Robert Frost</li> <li>• Phyllis Wheatley</li> <li>• Edna St. Vincent Millay</li> <li>• Countee Cullen</li> <li>• Robert Burns</li> <li>• Percy Bysshe Shelley</li> </ul> <p><i>Clarification 1:</i> A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.</p> <p><i>Clarification 2:</i> Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.</p> <p><i>Clarification 3:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.1:	<p>Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.</p> <p><i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.2:	<p>Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.3:	<p>Evaluate an author's choices in establishing and achieving purpose(s).</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.2.4:	<p>Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p> <p><i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.1:	<p>Evaluate an author's use of figurative language.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, melos (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p> <p>Analyze the influence of classic literature on contemporary world texts.</p>

ELA.12.R.3.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Classic literature for this benchmark should be drawn from and representative of the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>
ELA.12.R.3.4:	<p><b>Standard Relation to Course: Major</b></p> <p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <u>11.R.3.1</u> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See <u>Secondary Figurative Language</u>.</p> <p><i>Clarification 4:</i> See <u>Rhetorical Appeals</u> and <u>Rhetorical Devices</u>.</p>
ELA.12.V.1.1:	<p><b>Standard Relation to Course: Major</b></p> <p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.12.V.1.2:	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See <u>Foreign Words and Phrases</u> for a list of commonly used foreign phrases.</p>
ELA.12.V.1.3:	<p><b>Standard Relation to Course: Major</b></p> <p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See <u>Context Clues</u> and <u>Word Relationships</u>.</p> <p><i>Clarification 3:</i> See <u>ELA.12.R.3.1</u> and <u>Secondary Figurative Language</u>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b></p> <p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b></p> <p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b></p> <p>See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b></p> <p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>

<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b></p> <p>In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>	<p>ELA.K.12.EE.4.1:</p>
<p><b>Standard Relation to Course: Supporting</b></p> <p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b></p> <p>Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>	<p>ELA.K.12.EE.5.1:</p>
<p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b></p> <p>In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>	<p>ELA.K.12.EE.6.1:</p>
<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>ELD.K.12.ELL.LA.1:</p>
<p><b>Standard Relation to Course: Supporting</b></p> <p>English language learners communicate for social and instructional purposes within the school setting.</p>	<p>ELD.K.12.ELL.SI.1:</p>

## General Course Information and Notes

### VERSION DESCRIPTION

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

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

### GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001400

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

**Course Type:** Core Academic Course

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

**Graduation Requirement:** English

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

**Abbreviated Title:** ENG 4

**Course Length:** Year (Y)

**Course Attributes:**

- Class Size Core Required

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17743>



# English Honors 4 (#1001410) 2022 - And Beyond

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## Course Standards

Name	Description
ELA.12.C.1.2:	<p>Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.3:	<p>Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.  <i>Clarification 2:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.4:	<p>Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. Students will be using <a href="#">rhetorical devices</a> as introduced in the 11th grade benchmark. Added to this grade level is a responsiveness to the needs of the audience and adapting to audience response. Students will read the nonverbal cues of the audience to do this. Students first learned nonverbal cues in elementary for this benchmark.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.4.1:	<p>Conduct research on a topical issue to answer a question and synthesize information from a variety of sources.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.5.1:	<p>Design and evaluate digital presentations for effectiveness.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.C.5.2:	<p>Create, publish, and share multimedia texts through a variety of digital formats.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.12.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning, but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

*Clarification 4:* Functional significance refers to the role each element plays in creating meaning or effect for the reader.

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.

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

**Standard Relation to Course: Major**

Evaluate the development of character perspective, including conflicting perspectives.

**Clarifications:**

*Clarification 1:* The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**Standard Relation to Course: Major**

Evaluate works of major poets in their historical context.

**Clarifications:**

*Sample poets for this benchmark include:*

- Emily Dickinson
- Langston Hughes
- Robert Frost
- Phyllis Wheatley
- Edna St. Vincent Millay
- Countee Cullen
- Robert Burns
- Percy Bysshe Shelley

*Clarification 1:* A poet's historical context is the period in which the writing occurred, not when it was discovered or became resurgent.

*Clarification 2:* Evaluation of a poet in context may include similarity to or differences from the work of contemporaries and the literary period, critical reception at the time, and scope of work.

*Clarification 3:* For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.

**Clarifications:**

*Clarification 1:* Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.

*Clarification 2:* Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.

**Standard Relation to Course: Major**

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

**Standard Relation to Course: Major**

Evaluate an author's choices in establishing and achieving purpose(s).

**Standard Relation to Course: Major**

Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.

**Clarifications:**

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

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

*Clarification 3:* Validity refers to the soundness of the arguments.

**Standard Relation to Course: Major**

Evaluate an author's use of figurative language.

**Clarifications:**

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

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

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

**Standard Relation to Course: Major**

Analyze the influence of classic literature on contemporary world texts.

**Clarifications:**

*Clarification 1:* Classic literature for this benchmark should be drawn from and representative of the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)



ELA.12.R.3.3:	<ul style="list-style-type: none"> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Contemporary world texts are those written after World War II that, through quality of form and expression, convey ideas of permanent or universal interest.</p>
<b>Standard Relation to Course: Major</b>	
Evaluate rhetorical choices across multiple texts.	
ELA.12.R.3.4:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.</p> <p><i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.</p> <p><i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.</p> <p><i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
<b>Standard Relation to Course: Major</b>	
Integrate academic vocabulary appropriate to grade level in speaking and writing.	
ELA.12.V.1.1:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.</p> <p><i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
<b>Standard Relation to Course: Major</b>	
Apply knowledge of etymology, derivations, and commonly used foreign phrases to determine meanings of words and phrases in grade-level content.	
ELA.12.V.1.2:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.</p> <p><i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><i>Clarification 3:</i> See <a href="#">Foreign Words and Phrases</a> for a list of commonly used foreign phrases.</p>
<b>Standard Relation to Course: Major</b>	
Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	
ELA.12.V.1.3:	<p><b>Clarifications:</b></p> <p><i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.</p> <p><i>Clarification 2:</i> See <a href="#">Context Clues and Word Relationships</a>.</p> <p><i>Clarification 3:</i> See <a href="#">ELA.12.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
<b>Standard Relation to Course: Major</b>	
Cite evidence to explain and justify reasoning.	
ELA.K12.EE.1.1:	<p><b>Clarifications:</b></p> <p>K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
<b>Standard Relation to Course: Supporting</b>	
Read and comprehend grade-level complex texts proficiently.	
ELA.K12.EE.2.1:	<p><b>Clarifications:</b></p> <p>See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
<b>Standard Relation to Course: Supporting</b>	
Make inferences to support comprehension.	
ELA.K12.EE.3.1:	<p><b>Clarifications:</b></p> <p>Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
<b>Standard Relation to Course: Supporting</b>	
Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.	
<b>Clarifications:</b>	

ELA.K12.EE.4.1:	In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.
	In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.
	<b>Standard Relation to Course: Supporting</b> Use the accepted rules governing a specific format to create quality work.
ELA.K12.EE.5.1:	<b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.
	<b>Standard Relation to Course: Supporting</b> Use appropriate voice and tone when speaking or writing.
ELA.K12.EE.6.1:	<b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	<b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>
	Classify styles, forms, types, and genres within art forms.
SS.912.H.2.2:	<b>Clarifications:</b> Examples are Gothic and Romanesque columns, modern and ethnic dance, epic poetry and Shakespearean plays, ballads and nationalistic music, surrealism and cubism.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

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

### GENERAL NOTES

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

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

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

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

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

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

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

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

### VERSION REQUIREMENTS

Approximately one-third of the titles from the 12th Grade Sample Book List should be used in instruction.

## GENERAL INFORMATION

**Course Number:** 1001410

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

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

**Abbreviated Title:** ENG HON 4

**Course Length:** Year (Y)

**Course Attributes:**

- Honors
- Class Size Core Required

**Course Type:** Core Academic Course

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

**Course Level:** 3

**Graduation Requirement:** English

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2022%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17746>



# Semantics and Logic Honors (#1004300) 2021 - And Beyond

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## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p>
ELA.11.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>
ELA.11.C.2.1:	<p>Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces <a href="#">rhetorical devices</a> to the benchmark, building on what students have learned in <a href="#">R.3.2</a> and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:<ul style="list-style-type: none"><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul><i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p>
ELA.11.C.4.1:	<p>Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.11.C.5.1:	<p>Create digital presentations to improve the experience of the audience.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p>
ELA.11.C.5.2:	<p>Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site. Evaluate the structure(s) and features in texts.</p>
ELA.11.R.2.1:	<p><b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>
ELA.11.R.2.2:	<p>Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.11.R.2.3:	<p>Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>
ELA.11.R.2.4:	<p>Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.</p>

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

*Clarification 1:* Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

*Clarification 2:* Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

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

ELA.11.R.3.1:

Paraphrase content from grade-level texts.

**Clarifications:**

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

ELA.11.R.3.2:

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

*Clarification 1:* Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

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

ELA.11.R.3.3:

Evaluate an author's use of rhetoric in text.

**Clarifications:**

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

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

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

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

ELA.11.R.3.4:

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

**Clarifications:**

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

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

ELA.11.V.1.1:

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

**Clarifications:**

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

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

ELA.11.V.1.2:

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

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

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

*Clarification 3:* See [ELA.11.R.3.1](#) and [Secondary Figurative Language](#).

ELA.11.V.1.3:

Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.

**Clarifications:**

*Clarification 1:* See [Writing Types](#) and [Narrative Techniques](#).

ELA.12.C.1.2:

Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.

**Clarifications:**

*Clarification 1:* See [Writing Types](#) and [Elaborative Techniques](#).

*Clarification 2:* These written works will take longer and are meant to reflect thorough research and analysis.

ELA.12.C.1.3:

Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.

ELA.12.R.2.2:

ELA.12.R.2.3:	Evaluate an author's choices in establishing and achieving purpose(s). Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.
ELA.12.R.2.4:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information on types of reasoning, see <a href="#">Types of Logical Reasoning</a>.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.  <i>Clarification 3:</i> Validity refers to the soundness of the arguments.</p>
ELA.12.R.3.1:	<p>Evaluate an author's use of figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will evaluate are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
ELA.12.R.3.4:	<p>Evaluate rhetorical choices across multiple texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos was added in 11th grade. This differs from the 11th grade benchmark in that it is comparing the effectiveness of multiple texts.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">11.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## VERSION DESCRIPTION

The purpose of this course is to provide students knowledge of the principles of semantics and logic using texts of high complexity and advanced integrated language arts study.

**Honors and Advanced Level Course Note:** Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## GENERAL NOTES

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

- active reading of advanced texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of informational texts from varied literary periods to examine:
  - ◊ semantic concepts of text and changes across literary periods
  - ◊ arguments and claims supported by textual evidence, including logical fallacies
  - ◊ power and impact of language
  - ◊ inductive and deductive reasoning
  - ◊ critical and aesthetic response
- writing for varied purposes
  - ◊ developing and supporting argumentative claims
  - ◊ crafting coherent, supported informative/expository texts
  - ◊ writing to sources using text-based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### Special Notes:

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

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

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

## GENERAL INFORMATION

<b>Course Number:</b> 1004300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Language and Logic >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> SEMANTICS - LOGIC HON <b>Course Length:</b> Semester (S)
<b>Course Type:</b> Elective Course	<b>Course Attributes:</b> <ul style="list-style-type: none"><li>• Honors</li></ul>
<b>Course Status:</b> Data entry status - hidden	<b>Course Level:</b> 3

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17545>

# World Literature (#1005300) 2021 - And Beyond

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

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

## Course Standards

Name	Description
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.1:	<p>Explain how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.2:	<p>Analyze universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.3:	<p>Analyze the influence of narrator perspective on a text, explaining how the author creates irony or satire.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Rhetorical Devices</a> for more information on irony.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.1.4:	<p>Analyze the characters, structures, and themes of epic poetry.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.1:	<p>Explain how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>



ELA.9.R.3.2:	<p><b>Standard Relation to Course: Major</b> Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.9.R.3.3:	<p><b>Standard Relation to Course: Major</b> Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.9.R.3.4:	<p><b>Standard Relation to Course: Major</b> Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche. <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.9.V.1.1:	<p><b>Standard Relation to Course: Major</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. <i>Clarification 3:</i> See <a href="#">ELA.9.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b> Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b> Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b> Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p><b>Standard Relation to Course: Supporting</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations. In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>

	<p><b>Standard Relation to Course: Supporting</b> Use the accepted rules governing a specific format to create quality work.</p>
ELA.K12.EE.5.1:	<p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	<p><b>Standard Relation to Course: Supporting</b> Use appropriate voice and tone when speaking or writing.</p>
ELA.K12.EE.6.1:	<p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
	<p><b>Standard Relation to Course: Supporting</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b> English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

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

- active reading of texts of high literary merit for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - ◊ text craft and structure
  - ◊ elements of literature
  - ◊ arguments, themes, and claims supported by textual evidence
  - ◊ power and impact of language
  - ◊ influence of history, culture, and setting on language
  - ◊ personal critical and aesthetic response
- writing for varied purposes
  - ◊ crafting coherent, supported informative/expository texts
  - ◊ responding to literature for personal and analytical purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

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

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

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

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

### VERSION REQUIREMENTS

One-third of the 9th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English I.

### GENERAL INFORMATION

**Course Number:** 1005300

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

> **SubSubject:** Literature >

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

**Course Type:** Core Academic Course

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

**Graduation Requirement:** English

**Abbreviated Title:** WORLD LIT

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

Middle Grades English (Middle Grades 5-9)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17764>



# American Literature (#1005310) 2021 - And Beyond

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## Course Standards

Name	Description
ELA.10.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:  Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b></p>

ELA.10.R.3.1:	<p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p>
ELA.10.R.3.2:	<p><b>Standard Relation to Course: Major</b> Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.10.R.3.3:	<p><b>Standard Relation to Course: Major</b> Analyze how mythical, classical, or religious texts have been adapted.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p>
ELA.10.R.3.4:	<p><b>Standard Relation to Course: Major</b> Analyze an author’s use of rhetoric in a text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>. <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p>
ELA.10.V.1.1:	<p><b>Standard Relation to Course: Major</b> Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.10.V.1.2:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.10.V.1.3:	<p><b>Standard Relation to Course: Major</b> Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>. <i>Clarification 3:</i> See <a href="#">ELA.10.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b> Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they’ve directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b> Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b> Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
	<p><b>Standard Relation to Course: Supporting</b> Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>

ELA.K.12.EE.4.1:	<p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K.12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b>          Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K.12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b>          Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K.12.ELL.LA.1:	<p><b>Standard Relation to Course: Supporting</b>          English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>
ELD.K.12.ELL.SI.1:	<p><b>Standard Relation to Course: Supporting</b>          English language learners communicate for social and instructional purposes within the school setting.</p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of American literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative American literature, highlighting the major genres, themes, issues, and influences associated with the selections.

### GENERAL NOTES

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

- active reading of varied American literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied American literary periods to examine:
  - ◊ text craft and structure
  - ◊ elements of literature
  - ◊ arguments and claims supported by textual evidence
  - ◊ power and impact of language
  - ◊ influence of history, culture, and setting on language
  - ◊ personal critical and aesthetic response
- writing for varied purposes
  - ◊ crafting coherent, supported informative/expository texts
  - ◊ responding to literature for personal and analytical purposes
- collaboration amongst peers

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

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

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

### VERSION REQUIREMENTS

One-third of the 10th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 2.

## GENERAL INFORMATION

**Course Number:** 1005310

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

**Course Type:** Core Academic Course

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

**Graduation Requirement:** English

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

Courses > **Grade Group:** Grades 9 to 12 and Adult

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

> **SubSubject:** Literature >

**Abbreviated Title:** AMER LIT

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17765>



# Classical Literature (#1005340) 2021 - And Beyond

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## Course Standards

Name	Description
ELA.11.C.1.3:	<p>Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.  <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use <a href="#">narrative techniques</a> to strengthen argument writing where appropriate.  <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.1.4:	<p>Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.1:	<p>Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards: Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.2:	<p>Track and analyze universal themes in literary texts from different times and places.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.3:	<p>Analyze the author's choices in using juxtaposition to define character perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.  <i>Clarification 2:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.11.R.1.4:	<p>Analyze ways in which poetry reflects themes and issues of its time period.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods. <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) British Literature</li> <li>• Colonial and Early National Period (1600–1830) American Literature</li> <li>• Romantic Period (1790–1870)</li> </ul> </p>



- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Analyze the central idea(s) of speeches and essays from the Classical Period.

ELA.11.R.2.2:

**Clarifications:**

Clarification 1: See [Rhetorical Appeals](#) and [Rhetorical Devices](#).

**Standard Relation to Course: Major**

Analyze the author's use of figurative language and explain examples of allegory.

**Clarifications:**

Clarification 1: Examples of allegory should be taken from the following periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

Clarification 2: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.

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

ELA.11.R.3.1:

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

ELA.11.R.3.2:

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

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

ELA.11.R.3.3:

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

**Clarifications:**

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

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

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

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

ELA.11.R.3.4:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.11.V.1.1:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.11.V.1.2:

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

ELA.11.V.1.3:	<p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <a href="#">Context Clues</a> and <a href="#">Word Relationships</a>.  <i>Clarification 3:</i> See <a href="#">ELA.11.R.3.1</a> and <a href="#">Secondary Figurative Language</a>.</p>
ELA.K12.EE.1.1:	<p><b>Standard Relation to Course: Major</b>  Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>  K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.  2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.  4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.  6-8 Students continue with previous skills and use a style guide to create a proper citation.  9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p><b>Standard Relation to Course: Supporting</b>  Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p><b>Standard Relation to Course: Supporting</b>  Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>  In kindergarten, students learn to listen to one another respectfully.  In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.  In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p><b>Standard Relation to Course: Supporting</b>  Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>  Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p><b>Standard Relation to Course: Supporting</b>  Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>  In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of classical literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative classical literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the literary period.

### GENERAL NOTES

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

- active reading of Classical literary texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from the Classical literary period to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
- collaboration amongst peers

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

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

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

## VERSION REQUIREMENTS

One-third of the 11th Grade Sample Book List, or selections by the authors represented on the list, should be included in instructional materials, augmented with selections of similar quality that will reinforce the concepts, vocabulary and skills in the English 3.

## GENERAL INFORMATION

<b>Course Number:</b> 1005340	<b>Course Path:</b> Section: Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Literature >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CLASS LIT
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Data entry status - hidden	<b>Course Level:</b> 2
<b>Graduation Requirement:</b> English	

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17766>



# Journalism 1 (#1006300) 2021 - And Beyond

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## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.910.RI.4.10:	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

LAFS.910.W.1.1:	<p>anticipates the audience's knowledge level and concerns.</p> <ol style="list-style-type: none"> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> </ol>
LAFS.910.W.1.2:	<ol style="list-style-type: none"> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
LAFS.910.W.1.3:	
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
VA.912.F.3.4:	<p>Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.</p> <p><b>Clarifications:</b> e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	<p>Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.</p> <p>Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.</p>
VA.912.F.3.8:	<p><b>Clarifications:</b> e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p>
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.IA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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

## GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

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

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

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

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

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

<b>Course Number:</b> 1006300	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Print, Broadcast, and Online Media >
<b>Number of Credits:</b> One (1) credit	<b>Abbreviated Title:</b> JOURN 1
<b>Course Type:</b> Core Academic Course	<b>Course Length:</b> Year (Y)
<b>Course Status:</b> Course Approved	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Practical Arts	

### Educator Certifications

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

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

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

There are more than 330 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org/?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17767>



# Journalism 2 (#1006310) 2021 - And Beyond

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## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.1.2:	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i> ). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., <u>how the language of a court opinion differs from that of a newspaper</u> ). By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.910.RI.4.10:	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that

LAFS.910.W.1.1:	<p>anticipates the audience's knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>
	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>
LAFS.910.W.1.2:	<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
LAFS.910.W.1.3:	
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.7:	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LAFS.910.W.3.9:	<p>a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.
VA.912.F.3.4:	<p><b>Clarifications:</b></p> <p>e.g., punctuality, reliability, diligence, positive work ethic</p>
VA.912.F.3.7:	Create a body of collaborative work to show artistic cohesiveness, team-building, respectful compromise, and time-management skills.
	Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective.
VA.912.F.3.8:	<p><b>Clarifications:</b></p> <p>e.g., response to natural or man-made disasters; helping at senior centers, hospitals, and community centers</p>
VA.912.F.3.11:	Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sound to solve visual problems.
VA.912.F.3.12:	Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.
VA.912.H.1.5:	Investigate the use of technology and media design to reflect creative trends in visual culture.
VA.912.H.2.1:	Identify transitions in art media, technique, and focus to explain how technology has changed art throughout history.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

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



## GENERAL NOTES

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

### Special Notes:

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

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

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

#### Additional Instructional Resources:

A.V.E. for Success Collection is provided by the Florida Association of School Administrators: [http://www.fasa.net/4DCGI/cms/review.html?](http://www.fasa.net/4DCGI/cms/review.html?Action=CMS_Document&DocID=139)

Action=CMS\_Document&DocID=139. Please be aware that these resources have not been reviewed by CPALMS and there may be a charge for the use of some of them in this collection.

## GENERAL INFORMATION

**Course Number:** 1006310

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

**Course Type:** Elective Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Course Path: Section:** Grades PreK to 12 Education Courses > **Grade Group:** Grades 9 to 12 and Adult Education Courses > **Subject:** English/Language Arts > **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** JOURN 2

**Course Length:** Year (Y)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

Journalism (Grades 6-12)

There are more than 330 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17768>



# Social Media 1 (#1006375) 2021 - And Beyond

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## Course Standards

Name	Description
ELA.10.R.2.1:	<p>Analyze the impact of multiple text structures and the use of features in text(s).</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>. <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.3:	<p>Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Elaborative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using a logical organization, varied purposeful transitions, and a tone appropriate to the task.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> See <a href="#">Writing Types</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> Skills to be implemented but not yet mastered are as follows:<ul style="list-style-type: none"><li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li><li>• Use knowledge of usage rules to create flow in writing and presenting.</li></ul><i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refining the scope of the question to align with findings.</p> <p><b>Clarifications:</b> <i>Clarification 1:</i> There is no requirement that students research the additional questions generated.</p> <p><b>Standard Relation to Course: Major</b></p>

ELA.9.C.5.1:	<p>Create digital presentations with coherent ideas and a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.5.2:	<p>Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.1:	<p>Analyze how multiple text structures and/or features convey a purpose and/or meaning in texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence.  <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.2:	<p>Evaluate the support an author uses to develop the central idea(s) throughout a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.3:	<p>Analyze how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 3:</i> See <a href="#">Secondary Figurative Language</a>.  <i>Clarification 4:</i> See <a href="#">Rhetorical Appeals</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.2.4:	<p>Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.R.3.4:	<p>Explain an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">9.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a> and <a href="#">Rhetorical Devices</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>  See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>  Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p><b>Standard Relation to Course: Supporting</b></p> <p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>

ELA.K12.EE.4.1:	<p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully. In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
VA.912.C.1.5:	<p>Analyze how visual information is developed in specific media to create a recorded visual image.</p> <p><b>Clarifications:</b> e.g., four-dimensional media, motion or multi-media</p> <p><b>Standard Relation to Course: Major</b></p>
VA.912.O.1.4:	<p>Compare and analyze traditional and digital media to learn how technology has altered opportunities for innovative responses and results.</p> <p><b>Standard Relation to Course: Major</b></p>
VA.912.S.1.2:	<p>Investigate the use of technology and other resources to inspire art-making decisions.</p> <p><b>Standard Relation to Course: Major</b></p>
ELD.K12.ELL.LA.1:	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p><b>Standard Relation to Course: Supporting</b></p>
HE.912.C.2.2:	<p>Compare how peers influence healthy and unhealthy behaviors.</p> <p><b>Clarifications:</b> Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.</p> <p><b>Standard Relation to Course: Supporting</b></p>
HE.912.C.2.5:	<p>Evaluate the effect of media on personal and family health.</p> <p><b>Clarifications:</b> Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence.</p> <p><b>Standard Relation to Course: Supporting</b></p>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

### GENERAL NOTES

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

- Demonstrating entry-level skills in digital communication and packaging them across the platforms/mediums of print, multimedia, online, and broadcast;
- Demonstrating fundamental skills in social media platforms and their uses; expressing social connections with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Collaborating amongst peers; and
- Using effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

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

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

access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:  
<http://www.cpalms.org/uploads/docs/standards/eld/la.pdf>

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

## GENERAL INFORMATION

**Course Number:** 1006375

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

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

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

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

Courses > **Grade Group:** Grades 9 to 12 and Adult

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

> **SubSubject:** Print, Broadcast, and Online Media >

**Abbreviated Title:** SOCIAL MEDIA 1

**Course Length:** Semester (S)

**Course Level:** 2

## Educator Certifications

English (Grades 6-12)

There are more than 7 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17758>



# Speech 1 (#1007305) 2021 - And Beyond

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

## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type.
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.2:	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

### GENERAL NOTES

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

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

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

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

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

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

### GENERAL INFORMATION

**Course Number:** 1007305

**Number of Credits:** Half credit (.5)

**Course Type:** Core Academic Course

**Course Status:** Course Approved

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Performing/Fine Arts

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

Courses > **Grade Group:** Grades 9 to 12 and Adult

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

> **SubSubject:** Oral Communications >

**Abbreviated Title:** SPEECH 1

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)

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

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

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

There are more than 287 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17747>





# Debate 1 (#1007330) 2021 - And Beyond

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## Course Standards

Name	Description
LAFS.910.L.1.1:	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>Use parallel structure.</li> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol>
LAFS.910.L.2.3:	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> <li>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</li> </ol>
LAFS.910.L.3.4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol>
LAFS.910.L.3.5:	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations.</li> </ol>
LAFS.910.L.3.6:	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LAFS.910.RI.1.1:	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LAFS.910.RI.1.2:	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RI.1.3:	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
LAFS.910.RI.2.4:	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LAFS.910.RI.2.5:	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
LAFS.910.RI.2.6:	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
LAFS.910.RI.3.8:	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
LAFS.910.RI.1.2:	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
LAFS.910.RL.2.4:	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LAFS.910.SL.1.1:	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. <ol style="list-style-type: none"> <li>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li> <li>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</li> </ol>
LAFS.910.SL.1.2:	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

LAFS.910.SL.1.3:	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
LAFS.910.SL.2.4:	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
LAFS.910.SL.2.5:	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LAFS.910.SL.2.6:	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LAFS.910.W.1.1:	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>
LAFS.910.W.1.2:	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
LAFS.910.W.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LAFS.910.W.2.5:	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LAFS.910.W.2.6:	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LAFS.910.W.3.8:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
LAFS.910.W.3.9:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> <li>Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</li> <li>Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</li> </ol>
LAFS.910.W.4.10:	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

## General Course Information and Notes

### VERSION DESCRIPTION

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

### GENERAL NOTES

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

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence

- ◊ assessing the validity of the evidence and soundness of the reasoning
- ◊ determining the sufficiency of evidence for success
- ◊ recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - ◊ eye contact and body movements
  - ◊ voice register and choices of language
  - ◊ use of standard English
- using research and writing skills to support selected topics and points of view
  - ◊ across a range of disciplines
  - ◊ using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - ◊ determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - ◊ determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

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

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

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

## GENERAL INFORMATION

<p><b>Course Number:</b> 1007330</p> <p><b>Number of Credits:</b> One (1) credit</p> <p><b>Course Type:</b> Core Academic Course</p> <p><b>Course Status:</b> Course Approved</p> <p><b>Grade Level(s):</b> 9,10,11,12</p> <p><b>Graduation Requirement:</b> Performing/Fine Arts</p>	<p><b>Course Path: Section:</b> Grades PreK to 12 Education Courses &gt; <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses &gt; <b>Subject:</b> English/Language Arts &gt; <b>SubSubject:</b> Oral Communications &gt;</p> <p><b>Abbreviated Title:</b> DEBATE 1</p> <p><b>Course Length:</b> Year (Y)</p> <p><b>Course Level:</b> 2</p>
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## Educator Certifications

English (Grades 6-12)
Speech (Grades 6-12)
Social Science (Grades 6-12)
Social Science (Grades 5-9)

There are more than 320 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond/Public/PreviewCourse/Preview/17763>

# Creative Writing 1 (#1009320) 2021 - And Beyond

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## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards:            Layer 1) the literal level, what the words actually mean            Layer 2) mood, those feelings that are evoked in the reader            Layer 3) tone, the author's attitude            Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.3:	<p>Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.4:	<p>Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> For more information, see <a href="#">Literary Periods</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.2:	<p>Write narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.1.5:	<p>Improve writing by considering feedback from adults, peers, and/or online editing tools, revising for clarity and cohesiveness.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.9.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>

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

**Clarifications:**

*Clarification 1:* Skills to be implemented but not yet mastered are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.
- Use knowledge of usage rules to create flow in writing and presenting.

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

ELA.9.C.3.1:

**Standard Relation to Course: Major**

Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience.

ELA.9.C.5.2:

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

*Clarification 2:* For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

*Clarification 3:* Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

ELA.9.R.1.1:

**Standard Relation to Course: Major**

Analyze universal themes and their development throughout a literary text.

**Clarifications:**

*Clarification 1:* A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.9.R.1.2:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

ELA.9.R.1.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.

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

ELA.9.R.2.2:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

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

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

ELA.9.R.2.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.9.R.3.1:

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

**Clarifications:**

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

ELA.9.R.3.2:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

ELA.9.R.3.3:

**Standard Relation to Course: Major**

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

**Clarifications:**

*Clarification 1:* Rhetorical devices for the purposes of this benchmark are the figurative language devices from 9.R.3.1 with the addition of irony,

ELA.9.R.3.4:	<p>rhetorical question, antithesis, zeugma, metonymy, and synecdoche.  <i>Clarification 2:</i> See <u>Secondary Figurative Language</u> and <u>Rhetorical Devices</u>.</p>
ELA.9.V.1.1:	<p><b>Standard Relation to Course: Major</b>          Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence.  <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>
ELA.9.V.1.2:	<p>Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time.  <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>
ELA.9.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary.  <i>Clarification 2:</i> See <u>Context Clues</u> and <u>Word Relationships</u>.  <i>Clarification 3:</i> See <u>ELA.9.R.3.1</u> and <u>Secondary Figurative Language</u>.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b>          K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.          2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.          4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.          6-8 Students continue with previous skills and use a style guide to create a proper citation.          9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b>          See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p><b>Clarifications:</b>          Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.4.1:	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b>          In kindergarten, students learn to listen to one another respectfully.          In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.          In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b>          Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b>          In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>

ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts. <b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting. <b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to develop and use writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

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

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

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

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

### GENERAL INFORMATION

**Course Number:** 1009320

**Number of Credits:** Half credit (.5)

**Course Type:** Elective Course

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

**Grade Level(s):** 9,10,11,12

**Graduation Requirement:** Electives

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

Courses > **Grade Group:** Grades 9 to 12 and Adult

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

> **SubSubject:** Writing >

**Abbreviated Title:** CREATIVE WRIT 1

**Course Length:** Semester (S)

**Course Level:** 2

### Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17761>



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

## Course Standards

Name	Description
ELA.10.C.1.2:	<p>Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> See <a href="#">Writing Types</a> and <a href="#">Narrative Techniques</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.2.1:	<p>Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. A clear perspective is the through-line that unites the elements of the presentation.  <i>Clarification 2:</i> For further guidance, see the <a href="#">Secondary Oral Communication Rubric</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> <li>Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> <li>Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <i>Clarification 2:</i> See <a href="#">Convention Progression by Grade Level</a> for more information.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.1:	<p>Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.  <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean  Layer 2) mood, those feelings that are evoked in the reader  Layer 3) tone, the author's attitude  Layer 4) author's purpose (interpretation of author's purpose as it is often inferred).  <i>Clarification 3:</i> Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.1.2:	<p>Analyze and compare universal themes and their development throughout a literary text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.  <i>Clarification 2:</i> The themes being analyzed and compared may be in the same or multiple literary texts.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.1:	<p>Analyze how figurative language creates mood in text(s).</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.  <i>Clarification 2:</i> See <a href="#">Secondary Figurative Language</a>.</p> <p><b>Standard Relation to Course: Major</b></p>
ELA.10.R.3.4:	<p>Analyze an author's use of rhetoric in a text.</p> <p><b>Clarifications:</b>  <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos.  <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from <a href="#">10.R.3.1</a> with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton.</p>

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

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

**Standard Relation to Course: Major**

Write complex narratives using appropriate techniques to establish multiple perspectives.

ELA.11.C.1.2:

**Clarifications:**

Clarification 1: See [Writing Types](#) and [Narrative Techniques](#).

**Standard Relation to Course: Major**

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.

**Standard Relation to Course: Major**

Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.

ELA.11.C.2.1:

**Clarifications:**

Clarification 1: At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: appropriate volume, pronunciation, and pacing. This benchmark introduces [rhetorical devices](#) to the benchmark, building on what students have learned in [R.3.2](#) and giving them a chance to apply it.

Clarification 2: For further guidance, see the [Secondary Oral Communication Rubric](#).

**Standard Relation to Course: Major**

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

ELA.11.R.1.1:

**Clarifications:**

Clarification 1: Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone.

Clarification 2: For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I. A. Richards:

Layer 1) the literal level, what the words actually mean

Layer 2) mood, those feelings that are evoked in the reader

Layer 3) tone, the author's attitude

Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)

Clarification 3: Style is the way in which the writer uses techniques for effect. It is distinct from meaning but can be used to make the author's message more effective. The components of style are diction, syntax, grammar, and use of figurative language. Style helps to create the author's voice.

**Standard Relation to Course: Major**

Analyze the author's choices in using juxtaposition to define character perspective.

ELA.11.R.1.3:

**Clarifications:**

Clarification 1: Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast.

Clarification 2: The term perspective means "a particular attitude toward or way of regarding something."

**Standard Relation to Course: Major**

Analyze ways in which poetry reflects themes and issues of its time period.

ELA.11.R.1.4:

**Clarifications:**

Clarification 1: Poetry for this benchmark should be selected from one of the following literary periods.

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (130–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Clarification 2: For more information, see [Literary Periods](#).

**Standard Relation to Course: Major**

Paraphrase content from grade-level texts.

ELA.11.R.3.2:

**Clarifications:**

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

**Standard Relation to Course: Major**

Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.

ELA.11.R.3.3:

**Clarifications:**

Clarification 1: Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods:

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)

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

**Standard Relation to Course: Major**

Evaluate an author's use of rhetoric in text.

**Clarifications:**

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

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

*Clarification 3:* See Secondary Figurative Language.

*Clarification 4:* See Rhetorical Appeals and Rhetorical Devices.

ELA.11.R.3.4:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.11.V.1.1:

**Standard Relation to Course: Major**

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

**Clarifications:**

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

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

ELA.11.V.1.2:

**Standard Relation to Course: Major**

Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.

**Clarifications:**

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

*Clarification 2:* See Context Clues and Word Relationships.

*Clarification 3:* See ELA.11.R.3.1 and Secondary Figurative Language.

ELA.11.V.1.3:

**Standard Relation to Course: Major**

Cite evidence to explain and justify reasoning.

**Clarifications:**

K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.

2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.

4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.

6-8 Students continue with previous skills and use a style guide to create a proper citation.

9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.

ELA.K12.EE.1.1:

**Standard Relation to Course: Supporting**

Read and comprehend grade-level complex texts proficiently.

**Clarifications:**

See Text Complexity for grade-level complexity bands and a text complexity rubric.

ELA.K12.EE.2.1:

**Standard Relation to Course: Supporting**

Make inferences to support comprehension.

**Clarifications:**

Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

ELA.K12.EE.3.1:

**Standard Relation to Course: Supporting**

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

**Clarifications:**

In kindergarten, students learn to listen to one another respectfully.

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think \_\_\_\_\_ because \_\_\_\_\_." The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.

ELA.K12.EE.4.1:

**Standard Relation to Course: Supporting**

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

**Clarifications:**

Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to

ELA.K12.EE.5.1:

	do quality work.
	<b>Standard Relation to Course: Supporting</b>
	Use appropriate voice and tone when speaking or writing.
	<b>Clarifications:</b>
ELA.K12.EE.6.1:	In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
	<b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.LA.1:	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.
	<b>Standard Relation to Course: Supporting</b>
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.
	<b>Standard Relation to Course: Supporting</b>

## General Course Information and Notes

### VERSION DESCRIPTION

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### GENERAL NOTES

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

- examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine
  - text craft and structure, including line length and placement
  - effects of figurative, denotative, and connotative language choice
  - power and impact of appropriate voice and/or tone
  - story structure, sentence structure, and grammatical choices
  - reciprocal nature of content and form in development of a personal style
- writing for varied purposes and in varied genres, including
  - personal and dramatic narratives
  - various poetic forms
  - screenplays and multimedia productions
  - multi-genre and creative non-fiction selections
  - digital writing platforms
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers, especially regarding peer reviews of multiple drafts

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

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

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

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

### GENERAL INFORMATION

<b>Course Number:</b> 1009330	<b>Course Path: Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 9 to 12 and Adult Education Courses > <b>Subject:</b> English/Language Arts > <b>SubSubject:</b> Writing >
<b>Number of Credits:</b> Half credit (.5)	<b>Abbreviated Title:</b> CREATIVE WRIT 2
<b>Course Type:</b> Elective Course	<b>Course Length:</b> Semester (S)
<b>Course Status:</b> Data entry status - hidden	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 9,10,11,12	
<b>Graduation Requirement:</b> Electives	

## Educator Certifications

English (Grades 6-12)

There are more than 6 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <https://www.cpalms.org?title=2021%20-%20And%20Beyond&isShowCurrent=false/Public/PreviewCourse/Preview/17762>