

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

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Course Standards

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

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p>Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p>Clarifications: <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>Standard Relation to Course: Supporting</p>
ELA.6.R.1.1:	<p>Analyze how the interaction between characters contributes to the development of a plot in a literary text.</p> <p>Standard Relation to Course: Major</p> <p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p>Clarifications: <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.6.R.1.2:	<p>author's message. See Theme in Glossary.</p> <p><i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><i>Clarification 3:</i> Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.4:	<p>Describe the impact of various poetic forms on meaning and style.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.2:	<p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.3:	<p>Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.2.4:	<p>Track the development of an argument, identifying the types of reasoning used.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.1:	<p>Explain how figurative language contributes to tone and meaning in text(s).</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.6.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications:</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> <p>Standard Relation to Course: Major</p>
ELA.6.V.1.2:	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p>Standard Relation to Course: Major</p>
ELA.6.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications:</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 Context Clues and Word Relationships.</p> <p><i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications:</p> <p><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>

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

Standard Relation to Course: Major

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

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

ELA.612.F.2.2:

Clarifications:

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

Standard Relation to Course: Major

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

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

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 Sample Oral Reading Fluency Rubrics for prosody.

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

ELA.612.F.2.4:

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

Clarifications:

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

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

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

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

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

ELA.K12.EE.1.1:

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

Clarifications:

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

ELA.K12.EE.2.1:

Standard Relation to Course: Supporting

Make inferences to support comprehension.

Clarifications:

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

ELA.K12.EE.3.1:

Standard Relation to Course: Supporting

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

Clarifications:

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

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

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

ELA.K12.EE.4.1:

Standard Relation to Course: Supporting

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

Clarifications:

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

General Course Information and Notes

VERSION DESCRIPTION

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

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

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

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

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

QUALIFICATIONS

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

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

GENERAL INFORMATION

Course Number: 1000010

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

Abbreviated Title: M/J INTENS READ 1

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Data entry status - hidden

Grade Level(s): 6

Educator Certifications

Elementary Education (Grades K-6)
Elementary Education (Elementary Grades 1-6)
Reading (Elementary and Secondary Grades K-12)
Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

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

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

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Course Standards

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

Name	Description
<p>ELA.612.F.2.1:</p>	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: <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"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser. <p>Standard Relation to Course: Major</p>
<p>ELA.612.F.2.2:</p>	<p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: <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>Standard Relation to Course: Major</p>
<p>ELA.612.F.2.3:</p>	<p>Know and apply phonics and word analysis skills in encoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: <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"> 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. The process of adding single units of sound with meaning to existing word parts to encode a given word. <p>Standard Relation to Course: Major</p>
<p>ELA.612.F.2.4:</p>	<p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: <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>Standard Relation to Course: Major</p>
<p>ELA.7.C.1.2:</p>	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See <u>Writing Types</u> and <u>Narrative Techniques</u>. <i>Clarification 2:</i> See <u>Secondary Figurative Language</u>.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.7.C.1.3:</p>	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>Clarifications: <i>Clarification 1:</i> See <u>Writing Types</u> and <u>Elaborative Techniques</u>.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.7.C.1.4:</p>	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Clarifications: <i>Clarification 1:</i> See <u>Writing Types</u>.</p> <p>Standard Relation to Course: Supporting</p>

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

ELA.7.C.2.1:

Clarifications:

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

Standard Relation to Course: Supporting

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

Clarifications:

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

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

ELA.7.C.3.1:

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

- Appropriately use passive and active voice.
- Use semicolons to form sentences.
- Use verbs with attention to voice and mood.
- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

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

Standard Relation to Course: Supporting

ELA.7.R.1.1:

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

Standard Relation to Course: Major

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

Clarifications:

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

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.7.R.1.2:

Standard Relation to Course: Major

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

Clarifications:

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

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

ELA.7.R.1.3:

Standard Relation to Course: Major

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

Clarifications:

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

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

ELA.7.R.1.4:

Standard Relation to Course: Major

ELA.7.R.2.1:

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

Standard Relation to Course: Major

ELA.7.R.2.2:

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

Standard Relation to Course: Major

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

ELA.7.R.2.3:

Clarifications:

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

Standard Relation to Course: Major

ELA.7.R.2.4:

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

Clarifications:

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

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

Standard Relation to Course: Major

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

ELA.7.R.3.1:

Clarifications:

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

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

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

ELA.7.R.3.2:	<p>Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p>Standard Relation to Course: Major Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p>
ELA.7.R.3.3:	<p>Clarifications: <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
	<p>Standard Relation to Course: Major Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>
	<p>Clarifications: <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.7.V.1.1:	<p>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
ELA.7.V.1.2:	<p>Clarifications: <i>Clarification 1:</i> See <u>Common Greek and Latin Roots 6-8 and Affixes</u>.</p>
	<p>Standard Relation to Course: Major Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
	<p>Clarifications: <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 and Word Relationships</u>.</p>
ELA.7.V.1.3:	<p><i>Clarification 3:</i> See <u>ELA.7.R.3.1</u> and <u>Secondary Figurative Language</u>.</p>
	<p>Standard Relation to Course: Major Cite evidence to explain and justify reasoning.</p>
	<p>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.</p>
ELA.K12.EE.1.1:	<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>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.2.1:	<p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p>
	<p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p>
	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
ELA.K12.EE.3.1:	<p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
	<p>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.</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>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p>
	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.5.1:	<p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p>
	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends</p>
ELA.K12.EE.6.1:	

differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:

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

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

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

Standard Relation to Course: Supporting

General Course Information and Notes

VERSION DESCRIPTION

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

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

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

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

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1000012

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: Remedial >

Abbreviated Title: M/J INTENS READ 2

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Data entry status - hidden

Grade Level(s): 7

Educator Certifications

Reading (Elementary and Secondary Grades K-12)

Middle Grades English (Middle Grades 5-9) Plus Reading Endorsement

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

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

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Course Standards

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

Name	Description
ELA.612.F.2.1:	<p>Demonstrate an understanding of spoken words, syllables, and sounds.</p> <ol style="list-style-type: none"> Orally produce single-syllable and multisyllabic words by accurately blending sounds. Accurately segment single-syllable and multisyllabic words. <p>Clarifications: <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"> Orally combine c-a-t to make cat/ orally combine trou-ser to make trouser. Orally break cat into c-a-t/ orally break trouser into trou-ser.
ELA.612.F.2.2:	<p>Standard Relation to Course: Major</p> <p>Know and apply phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Use an array of strategies to decode single-syllable and multisyllabic words. Accurately read multisyllabic words using a combined knowledge of all letter-sound correspondences, and syllabication patterns. <p>Clarifications: <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"> Use an array of strategies to accurately encode single-syllable and multisyllabic words. <p>Clarifications: <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"> 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. The process of adding single units of sound with meaning to existing word parts to encode a given word.
ELA.612.F.2.4:	<p>Standard Relation to Course: Major</p> <p>Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p> <p>Clarifications: <i>Clarification 1:</i> See Fluency Norms for grade-level norms. Norms are expressed as words correct per minute (WCPM), a measure that combines accuracy with rate. The chart stops at 6th grade because it represents sufficient automaticity for proficient reading. For secondary students receiving reading interventions, teachers should use the 6th grade norms as a goal. <i>Clarification 2:</i> Appropriate prosody refers to pausing patterns during oral reading that reflect the punctuation and meaning of a text. See Sample Oral Reading Fluency Rubrics for prosody. <i>Clarification 3:</i> Grade-level texts, for the purposes of fluency, are those within the grade band on quantitative text complexity measures and appropriate in content and qualitative measures.</p>
ELA.8.C.1.2:	<p>Standard Relation to Course: Major</p> <p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.8.C.1.4:	<p>Standard Relation to Course: Major</p> <p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p>

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

Clarifications:

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

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

ELA.8.C.2.1:

Standard Relation to Course: Major

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

Clarifications:

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

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

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

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

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

ELA.8.C.3.1:

Standard Relation to Course: Major

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

Standard Relation to Course: Major

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

Clarifications:

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

Clarification 2: Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.8.R.1.1:

ELA.8.R.1.2:

Standard Relation to Course: Major

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

Clarifications:

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

Standard Relation to Course: Major

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

Clarifications:

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

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

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

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

ELA.8.R.1.3:

ELA.8.R.1.4:

Standard Relation to Course: Major

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

Standard Relation to Course: Major

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

Standard Relation to Course: Major

Explain how an author establishes and achieves purpose(s) through 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.8.R.2.1:

ELA.8.R.2.2:

ELA.8.R.2.3:

Standard Relation to Course: Major

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

Clarifications:

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

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

Standard Relation to Course: Major

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

Clarifications:

Clarification 1: Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole,

<p>ELA.8.R.3.1:</p>	<p>allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See <u>Secondary Figurative Language</u>.</p>
<p>ELA.8.R.3.2:</p>	<p>Standard Relation to Course: Major Paraphrase content from grade-level texts.</p> <p>Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.8.R.3.3:</p>	<p>Clarifications: <i>Clarification 1:</i> See <u>Archetypes</u>.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.8.V.1.1:</p>	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: <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>Standard Relation to Course: Major</p>
<p>ELA.8.V.1.2:</p>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: <i>Clarification 1:</i> See <u>Common Greek and Latin Roots 6-8</u> and <u>Affixes</u>.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.8.V.1.3:</p>	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: <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.8.R.3.1</u> and <u>Secondary Figurative Language</u>.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>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.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>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.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>

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

General Course Information and Notes

VERSION DESCRIPTION

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

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

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

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

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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

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: 1000014

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: Remedial >

Abbreviated Title: M/J INTENS READ 3

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Data entry status - hidden

Grade Level(s): 8

Educator Certifications

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

M/J Language Arts 1 (#1001010) 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.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p>Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p>Clarifications: <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>Standard Relation to Course: Major</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia</p>

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

Standard Relation to Course: Major

ELA.6.C.5.2:

Use digital tools to produce writing.

Standard Relation to Course: Major

ELA.6.R.1.1:

Analyze how the interaction between characters contributes to the development of a plot in a literary text.

Standard Relation to Course: Major

Analyze the development of stated or implied theme(s) throughout a literary text.

Clarifications:

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

Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

ELA.6.R.1.2:

Standard Relation to Course: Major

Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

Clarifications:

Clarification 1: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

ELA.6.R.1.3:

Standard Relation to Course: Major

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

Clarifications:

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

ELA.6.R.1.4:

Standard Relation to Course: Major

ELA.6.R.2.1:

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

Standard Relation to Course: Major

Analyze the central idea(s), implied or explicit, and its development throughout a text.

Clarifications:

Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

ELA.6.R.2.2:

Standard Relation to Course: Major

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

Standard Relation to Course: Major

Track the development of an argument, identifying the types of reasoning used.

Clarifications:

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

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

ELA.6.R.2.3:

ELA.6.R.2.4:

Standard Relation to Course: Major

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

Clarifications:

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

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

ELA.6.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.6.R.3.2:

Standard Relation to Course: Major

Compare and contrast how authors from different time periods address the same or related topics.

Clarifications:

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

ELA.6.R.3.3:

Standard Relation to Course: Major

Identify rhetorical appeals in a text.

Clarifications:

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

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

ELA.6.R.3.4:

Standard Relation to Course: Major

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

ELA.6.V.1.1:	<p>Clarifications: <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>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
ELA.6.V.1.2:	<p>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p>Standard Relation to Course: Major Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
ELA.6.V.1.3:	<p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major Cite evidence to explain and justify reasoning.</p>
ELA.K12.EE.1.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.2.1:	<p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p>
ELA.K12.EE.3.1:	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
ELA.K12.EE.4.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p>
ELA.K12.EE.5.1:	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p>
ELA.K12.EE.6.1:	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting 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>Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.ST.1:	<p>Standard Relation to Course: Supporting</p>

VERSION DESCRIPTION

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

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

GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001010

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 1

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

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

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

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

M/J Language Arts 1 Advanced (#1001020) 2022 - And Beyond

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Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p>Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p>Clarifications: <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>Standard Relation to Course: Major</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia</p>

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

Standard Relation to Course: Major

ELA.6.C.5.2:

Use digital tools to produce writing.

Standard Relation to Course: Major

ELA.6.R.1.1:

Analyze how the interaction between characters contributes to the development of a plot in a literary text.

Standard Relation to Course: Major

Analyze the development of stated or implied theme(s) throughout a literary text.

Clarifications:

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

Clarification 2: Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.

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

Standard Relation to Course: Major

Explain the influence of multiple narrators and/or shifts in point of view in a literary text.

Clarifications:

Clarification 1: When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.

Standard Relation to Course: Major

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

Clarifications:

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

Standard Relation to Course: Major

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

Standard Relation to Course: Major

Analyze the central idea(s), implied or explicit, and its development throughout a text.

Clarifications:

Clarification 1: Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.

Standard Relation to Course: Major

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

Standard Relation to Course: Major

Track the development of an argument, identifying the types of reasoning used.

Clarifications:

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

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

Standard Relation to Course: Major

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

Clarifications:

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

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

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

Clarifications:

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

Standard Relation to Course: Major

Compare and contrast how authors from different time periods address the same or related topics.

Clarifications:

Clarification 1: Texts for this benchmark should be selected from the following literary periods:

- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

Standard Relation to Course: Major

Identify rhetorical appeals in a text.

Clarifications:

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

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

Standard Relation to Course: Major

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

ELA.6.V.1.1:	<p>Clarifications: <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>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
ELA.6.V.1.2:	<p>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p>Standard Relation to Course: Major Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
ELA.6.V.1.3:	<p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major Cite evidence to explain and justify reasoning.</p>
ELA.K12.EE.1.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.2.1:	<p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p>
ELA.K12.EE.3.1:	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
ELA.K12.EE.4.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p>
ELA.K12.EE.5.1:	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p>
ELA.K12.EE.6.1:	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting 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>Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.SI.1:	<p>Standard Relation to Course: Supporting Interpret primary and secondary sources.</p>
SS.6.W.1.3:	<p>Clarifications: Examples are artifacts, images, auditory sources, written sources.</p>

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001020

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 1 ADV

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

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

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

Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p>Clarifications: <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Skills to be implemented but not yet mastered are as follows:</i> <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p> <p>Standard Relation to Course: Major</p>

ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p>Standard Relation to Course: Major</p> <p>Compare two or more themes and their development throughout a literary text.</p>
ELA.7.R.1.2:	<p>Clarifications:</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> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><i>Clarification 3:</i> The themes being compared may be in the same or multiple literary texts.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.3:	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack of information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.4:	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.1:	<p>Explain how individual text sections and/or features convey a purpose in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.2:	<p>Compare two or more central ideas and their development throughout a text.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications:</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> <p>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
ELA.7.V.1.2:	<p>Clarifications: <i>Clarification 1:</i> See <u>Common Greek and Latin Roots 6-8</u> and <u>Affixes</u>.</p> <p>Standard Relation to Course: Major Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
ELA.7.V.1.3:	<p>Clarifications: <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.7.R.3.1</u> and <u>Secondary Figurative Language</u>.</p> <p>Standard Relation to Course: Major Cite evidence to explain and justify reasoning.</p>
ELA.K12.EE.1.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p>
ELA.K12.EE.2.1:	<p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p>
ELA.K12.EE.3.1:	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
ELA.K12.EE.4.1:	<p>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.</p> <p>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p>
ELA.K12.EE.5.1:	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p>
ELA.K12.EE.6.1:	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting 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>Standard Relation to Course: Supporting English language learners communicate for social and instructional purposes within the school setting.</p>
ELD.K12.ELL.ST.1:	<p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

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

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

GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001040

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 2

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

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

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

M/J Language Arts 2 Advanced (#1001050) 2022 - And Beyond

This document was generated on CPALMS - www.cpalms.org

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

Course Standards

Name	Description
ELA.7.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p>Clarifications: <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Major</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p> <p>Standard Relation to Course: Major</p>

ELA.7.R.1.1:	<p>Analyze the impact of setting on character development and plot in a literary text.</p> <p>Standard Relation to Course: Major</p> <p>Compare two or more themes and their development throughout a literary text.</p>
ELA.7.R.1.2:	<p>Clarifications:</p> <p><i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message.</p> <p><i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.</p> <p><i>Clarification 3:</i> The themes being compared may be in the same or multiple literary texts.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.3:	<p>Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception.</p> <p><i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.1.4:	<p>Analyze the impact of various poetic forms on meaning and style.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p> <p><i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.1:	<p>Explain how individual text sections and/or features convey a purpose in texts.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.2:	<p>Compare two or more central ideas and their development throughout a text.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p> <p><i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p> <p>Standard Relation to Course: Major</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p>Clarifications:</p> <p><i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning.</p> <p><i>Clarification 2:</i> See Secondary Figurative Language.</p> <p><i>Clarification 3:</i> See Rhetorical Devices.</p> <p>Standard Relation to Course: Major</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications:</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>

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

Standard Relation to Course: Major

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

ELA.7.V.1.2:

Clarifications:

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

Standard Relation to Course: Major

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

ELA.7.V.1.3:

Clarifications:

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

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

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

Standard Relation to Course: Major

Cite evidence to explain and justify reasoning.

Clarifications:

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

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

ELA.K12.EE.1.1:

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

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

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

Standard Relation to Course: Supporting

Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.2.1:

Clarifications:

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

Standard Relation to Course: Supporting

Make inferences to support comprehension.

ELA.K12.EE.3.1:

Clarifications:

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

Standard Relation to Course: Supporting

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

ELA.K12.EE.4.1:

Clarifications:

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

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

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

Standard Relation to Course: Supporting

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

ELA.K12.EE.5.1:

Clarifications:

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

Standard Relation to Course: Supporting

Use appropriate voice and tone when speaking or writing.

ELA.K12.EE.6.1:

Clarifications:

In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.

Standard Relation to Course: Supporting

ELD.K12.ELL.LA.1:

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

Standard Relation to Course: Supporting

ELD.K12.ELL.SI.1:

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

Standard Relation to Course: Supporting

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

SS.7.C.2.11:

Clarifications:

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

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001050

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 2 ADV

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Status: Data entry status - hidden

Course Level: 3

Educator Certifications

Middle Grades English (Middle Grades 5-9)

Middle Grades Integrated Curriculum (Middle Grades 5-9)

English (Grades 6-12)

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

M/J Language Arts 3 (#1001070) 2022 - And Beyond

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Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p>Clarifications: <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. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. <i>Clarification 2:</i> Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p>Clarifications: <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment;</p>

the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

Standard Relation to Course: Major

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

ELA.8.R.1.3:

Clarifications:

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

Standard Relation to Course: Major

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

ELA.8.R.1.4:

Clarifications:

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

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

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

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

Standard Relation to Course: Major

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

ELA.8.R.2.1:

Standard Relation to Course: Major

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

ELA.8.R.2.2:

Standard Relation to Course: Major

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

ELA.8.R.2.3:

Clarifications:

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

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

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

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

Standard Relation to Course: Major

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

ELA.8.R.2.4:

Clarifications:

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

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

Standard Relation to Course: Major

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

ELA.8.R.3.1:

Clarifications:

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

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

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

ELA.8.R.3.2:

Clarifications:

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

Standard Relation to Course: Major

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

ELA.8.R.3.3:

Clarifications:

Clarification 1: See [Archetypes](#).

Standard Relation to Course: Major

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

ELA.8.R.3.4:

Clarifications:

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

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

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

Clarification 4: Students will explain the connection between an author’s use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

Standard Relation to Course: Major

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

Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks

ELA.8.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.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>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p> <p>Standard Relation to Course: Major</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p> <p>Standard Relation to Course: Major</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>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.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting</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>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.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting</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>Standard Relation to Course: Supporting</p>
ELD.K12.ELL.SI.1:	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

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

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

GENERAL NOTES

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001070

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 3

Course Length: Year (Y)

Course Attributes:

- Class Size Core Required

Course Level: 2

Course Type: Core Academic Course

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

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

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

M/J Language Arts 3 Advanced (#1001080) 2022 - And Beyond

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Course Standards

Name	Description
ELA.8.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p>Clarifications: <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. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p> <p>Standard Relation to Course: Major</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.1:	<p>Analyze the interaction between character development, setting, and plot in a literary text.</p> <p>Standard Relation to Course: Major</p>
ELA.8.R.1.2:	<p>Analyze two or more themes and their development throughout a literary text.</p> <p>Clarifications: <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment;</p>

the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence.
Clarification 3: The themes being analyzed may be in the same or multiple literary texts.

Standard Relation to Course: Major

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

ELA.8.R.1.3:

Clarifications:

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

Standard Relation to Course: Major

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

ELA.8.R.1.4:

Clarifications:

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

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

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

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

Standard Relation to Course: Major

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

ELA.8.R.2.1:

Standard Relation to Course: Major

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

ELA.8.R.2.2:

Standard Relation to Course: Major

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

ELA.8.R.2.3:

Clarifications:

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

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

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

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

Standard Relation to Course: Major

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

ELA.8.R.2.4:

Clarifications:

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

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

Standard Relation to Course: Major

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

ELA.8.R.3.1:

Clarifications:

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

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

Standard Relation to Course: Major

Paraphrase content from grade-level texts.

ELA.8.R.3.2:

Clarifications:

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

Standard Relation to Course: Major

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

ELA.8.R.3.3:

Clarifications:

Clarification 1: See [Archetypes](#).

Standard Relation to Course: Major

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

ELA.8.R.3.4:

Clarifications:

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

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

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

Clarification 4: Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.

Standard Relation to Course: Major

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

Clarifications:

Clarification 1: To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks

<p>ELA.8.V.1.1:</p>	<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> <p>Standard Relation to Course: Major</p>
<p>ELA.8.V.1.2:</p>	<p>Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Clarifications: <i>Clarification 1:</i> See <u>Common Greek and Latin Roots 6-8</u> and <u>Affixes</u>.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.8.V.1.3:</p>	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: <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 and Word Relationships</u>. <i>Clarification 3:</i> See <u>ELA.8.R.3.1</u> and <u>Secondary Figurative Language</u>.</p> <p>Standard Relation to Course: Major</p>
<p>ELA.K12.EE.1.1:</p>	<p>Cite evidence to explain and justify reasoning.</p> <p>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.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.2.1:</p>	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.3.1:</p>	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.4.1:</p>	<p>Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>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.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.5.1:</p>	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELA.K12.EE.6.1:</p>	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELD.K12.ELL.LA.1:</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Standard Relation to Course: Supporting</p>
<p>SS.8.A.1.4:</p>	<p>Differentiate fact from opinion, utilize appropriate historical research and fiction/nonfiction support materials.</p> <p>Standard Relation to Course: Supporting</p>

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/eid/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.

VERSION REQUIREMENTS

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

GENERAL INFORMATION

Course Number: 1001080

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: English >

Abbreviated Title: M/J LANG ARTS 3 ADV

Course Length: Year (Y)

Course Attributes:

- Honors
- Class Size Core Required

Course Type: Core Academic Course

Course Level: 3

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>
ELA.6.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.6.C.2.1:	<p>Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p>Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student's speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.6.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</p> <p>Clarifications: <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.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p>
ELA.6.R.2.1:	<p>Explain how individual text sections and/or features convey meaning in texts.</p> <p>Analyze the central idea(s), implied or explicit, and its development throughout a text.</p>
ELA.6.R.2.2:	<p>Clarifications: <i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the</p>

	central idea(s) in a text.
ELA.6.R.2.3:	Analyze authors' purpose(s) in multiple accounts of the same event or topic. Track the development of an argument, identifying the types of reasoning used.
ELA.6.R.2.4:	Clarifications: <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning . <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal) .
ELA.6.R.3.1:	Explain how figurative language contributes to tone and meaning in text(s). Clarifications: <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language .
ELA.6.R.3.2:	Paraphrase content from grade-level texts. Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.
ELA.6.R.3.3:	Compare and contrast how authors from different time periods address the same or related topics. Clarifications: <i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods: <ul style="list-style-type: none"> • 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)
ELA.6.R.3.4:	Identify rhetorical appeals in a text. Clarifications: <i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals .
ELA.6.V.1.1:	Integrate academic vocabulary appropriate to grade level in speaking and writing. Clarifications: <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.
ELA.6.V.1.2:	Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content. Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes .
ELA.6.V.1.3:	Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level. Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships . <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language .
ELA.K12.EE.1.1:	Cite evidence to explain and justify reasoning. Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing. 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations. 4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor. 6-8 Students continue with previous skills and use a style guide to create a proper citation. 9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.
ELA.K12.EE.2.1:	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.3.1:	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.
	Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.4.1:	<p>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.</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>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
ELA.K12.EE.6.1:	<p>Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</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.

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

English Language Development ELD Standards Special Notes Section:

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

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

VERSION REQUIREMENTS

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

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

GENERAL INFORMATION

Course Number: 1006000

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: Media >

Abbreviated Title: M/J JOURN 1

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

Course Standards

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

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

GENERAL NOTES

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

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

GENERAL INFORMATION

Course Number: 1007000

Course Type: Elective Course

Course Status: Course Approved

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: Oral Communications >

Abbreviated Title: M/J SPEECH-DEBATE 1

Course Length: Year (Y)

Course Level: 2

Educator Certifications

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

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

M/J Speech and Debate 2 (#1007010) 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
ELA.7.C.1.3:	<p>Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.7.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p>
ELA.7.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>
ELA.7.C.2.1:	<p>Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p>Clarifications: <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.7.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.7.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.7.C.5.1:	<p>Integrate diverse digital media to build cohesion in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the presentation and help to unify the concepts. The elements should be smoothly integrated into the presentation.</p>
ELA.7.C.5.2:	<p>Use digital tools to produce and share writing.</p>
ELA.7.R.2.2:	<p>Compare two or more central ideas and their development throughout a text.</p>
ELA.7.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p>Clarifications: <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>
ELA.7.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p> <p>Clarifications: <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.7.R.3.1:	<p>Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).</p> <p>Clarifications: <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p>

	<p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.7.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.7.R.3.3:	<p>Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Clarifications: <i>Clarification 1:</i> The term perspective means "a particular attitude toward or way of regarding something."</p>
ELA.7.R.3.4:	<p>Explain the meaning and/or significance of rhetorical devices in a text.</p> <p>Clarifications: <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. <i>Clarification 2:</i> See Secondary Figurative Language. <i>Clarification 3:</i> See Rhetorical Devices.</p>
ELA.7.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: <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.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>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.7.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.7.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>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.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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>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.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	<p>Use appropriate voice and tone when speaking or writing.</p>

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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 develop grade 7 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

GENERAL NOTES

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

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

Special Notes:

English Language Development ELD Standards Special Notes Section:

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

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

GENERAL INFORMATION

Course Number: 1007010

Course Path: Section: Grades PreK to 12 Education

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

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

SubSubject: Oral Communications >

Abbreviated Title: M/J SPEECH-DEBATE 2

Course Length: Year (Y)

Course Level: 2

Course Type: Elective Course

Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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

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

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

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

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

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

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

Course Standards

Name	Description
ELA.8.C.1.3:	<p>Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>
ELA.8.C.1.4:	<p>Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types.</p>
ELA.8.C.1.5:	<p>Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>
ELA.8.C.2.1:	<p>Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p>Clarifications: <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. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>
ELA.8.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>
ELA.8.C.4.1:	<p>Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>
ELA.8.C.5.1:	<p>Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.</p>
ELA.8.C.5.2:	<p>Use a variety of digital tools to collaborate with others to produce writing.</p>
ELA.8.R.2.2:	<p>Analyze two or more central ideas and their development throughout a text.</p>
ELA.8.R.2.3:	<p>Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p>Clarifications: <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 Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>
ELA.8.R.2.4:	<p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <p>Clarifications: <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>
ELA.8.R.3.1:	<p>Analyze how figurative language contributes to meaning and explain examples of symbolism in text(s).</p> <p>Clarifications: <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p>

	<p><i>Clarification 2:</i> See Secondary Figurative Language.</p>
ELA.8.R.3.2:	<p>Paraphrase content from grade-level texts.</p> <p>Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
ELA.8.R.3.3:	<p>Compare and contrast the use or discussion of archetypes in texts.</p> <p>Clarifications: <i>Clarification 1:</i> See Archetypes.</p>
ELA.8.R.3.4:	<p>Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p>Clarifications: <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma. <i>Clarification 2:</i> See Secondary Figurative Language. <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices. <i>Clarification 4:</i> Students will explain the connection between an author's use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.</p>
ELA.8.V.1.1:	<p>Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Clarifications: <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.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>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
ELA.8.V.1.3:	<p>Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.8.R.3.1 and Secondary Figurative Language.</p>
ELA.K12.EE.1.1:	<p>Cite evidence to explain and justify reasoning.</p> <p>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.</p>
ELA.K12.EE.2.1:	<p>Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>
ELA.K12.EE.3.1:	<p>Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>
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>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.</p>
ELA.K12.EE.5.1:	<p>Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>
	<p>Use appropriate voice and tone when speaking or writing.</p>

ELA.K12.EE.6.1:	Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.
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 develop grade 8 students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings. Some activities may be required outside of the school day.

GENERAL NOTES

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

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

Special Notes:

English Language Development ELD Standards Special Notes Section:

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

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

GENERAL INFORMATION

Course Number: 1007020

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** English/Language Arts >
SubSubject: Oral Communications >
Abbreviated Title: M/J SPEECH-DEBATE 3
Course Length: Year (Y)
Course Level: 2

Course Type: Elective Course
Course Status: Data entry status - hidden

Educator Certifications

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

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

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

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Course Standards

Name	Description
ELA.6.C.1.2:	<p>Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.4:	<p>Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.1.5:	<p>Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.3.1:	<p>Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows: <ul style="list-style-type: none"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. Skills to be implemented but not yet mastered are as follows: <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p> <p>Standard Relation to Course: Major</p>
ELA.6.C.5.1:	<p>Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.C.5.2:	<p>Use digital tools to produce writing.</p> <p>Standard Relation to Course: Supporting</p>
ELA.6.R.1.2:	<p>Analyze the development of stated or implied theme(s) throughout a literary text.</p> <p>Clarifications: <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary. <i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <i>Clarification 3:</i> Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.</p> <p>Standard Relation to Course: Major</p>
ELA.6.R.1.3:	<p>Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p>Clarifications: <i>Clarification 1:</i> When referring to the person of the narrator, the term "point of view" is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p> <p>Standard Relation to Course: Major</p> <p>Describe the impact of various poetic forms on meaning and style.</p>

ELA.6.R.1.4:	<p>Clarifications: <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p>
	<p>Standard Relation to Course: Major Explain how figurative language contributes to tone and meaning in text(s).</p>
ELA.6.R.3.1:	<p>Clarifications: <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language.</p>
	<p>Standard Relation to Course: Major Paraphrase content from grade-level texts.</p>
ELA.6.R.3.2:	<p>Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>
	<p>Standard Relation to Course: Major Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>
ELA.6.V.1.1:	<p>Clarifications: <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>Standard Relation to Course: Major Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p>
ELA.6.V.1.2:	<p>Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>
	<p>Standard Relation to Course: Supporting Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>
ELA.6.V.1.3:	<p>Clarifications: <i>Clarification 1:</i> Review of words learned in this way is critical to building background knowledge and related vocabulary. <i>Clarification 2:</i> See Context Clues and Word Relationships. <i>Clarification 3:</i> See ELA.6.R.3.1 and Secondary Figurative Language.</p>
	<p>Standard Relation to Course: Supporting Write personal or fictional narratives using narrative techniques, a recognizable point of view, precise words and phrases, and figurative language.</p>
ELA.7.C.1.2:	<p>Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> See Secondary Figurative Language.</p>
	<p>Standard Relation to Course: Major Analyze the impact of setting on character development and plot in a literary text.</p>
ELA.7.R.1.1:	<p>Standard Relation to Course: Major Compare two or more themes and their development throughout a literary text.</p>
ELA.7.R.1.2:	<p>Clarifications: <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. <i>Clarification 2:</i> Students should continue to work with the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <i>Clarification 3:</i> The themes being compared may be in the same or multiple literary texts.</p>
	<p>Standard Relation to Course: Major Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p>
ELA.7.R.1.3:	<p>Clarifications: <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. <i>Clarification 2:</i> "Shifts in point of view" refers to a change in the narrator's point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>
	<p>Standard Relation to Course: Major Analyze the impact of various poetic forms on meaning and style.</p>
ELA.7.R.1.4:	<p>Clarifications: <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples. <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p>
	<p>Standard Relation to Course: Major Use a variety of digital tools to collaborate with others to produce writing.</p>
ELA.8.C.5.2:	<p>Standard Relation to Course: Supporting Cite evidence to explain and justify reasoning.</p>

<p>ELA.K12.EE.1.1:</p>	<p>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.</p> <p>Standard Relation to Course: Supporting Read and comprehend grade-level complex texts proficiently.</p>
<p>ELA.K12.EE.2.1:</p>	<p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p> <p>Standard Relation to Course: Supporting Make inferences to support comprehension.</p>
<p>ELA.K12.EE.3.1:</p>	<p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like "Why is the girl smiling?" or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p> <p>Standard Relation to Course: Supporting Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>
<p>ELA.K12.EE.4.1:</p>	<p>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.</p> <p>Standard Relation to Course: Supporting Use the accepted rules governing a specific format to create quality work.</p>
<p>ELA.K12.EE.5.1:</p>	<p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p> <p>Standard Relation to Course: Supporting Use appropriate voice and tone when speaking or writing.</p>
<p>ELA.K12.EE.6.1:</p>	<p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELD.K12.ELL.LA.1:</p>	<p>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p> <p>Standard Relation to Course: Supporting</p>
<p>ELD.K12.ELL.SI.1:</p>	<p>English language learners communicate for social and instructional purposes within the school setting.</p> <p>Standard Relation to Course: Supporting</p>

General Course Information and Notes

VERSION DESCRIPTION

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

GENERAL NOTES

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

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

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

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

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

English Language Development ELD Standards Special Notes Section:

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

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

GENERAL INFORMATION

Course Number: 1009025

Course Path: Section: Grades PreK to 12 Education
 Courses > **Grade Group:** Grades 6 to 8 Education
 Courses > **Subject:** English/Language Arts >
SubSubject: Writing >
Abbreviated Title: M/J CREATIVE WRITING
Course Length: Semester (S)
Course Level: 2

Course Type: Elective Course
Course Status: Data entry status - hidden
Grade Level(s): 6,7,8

Educator Certifications

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

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