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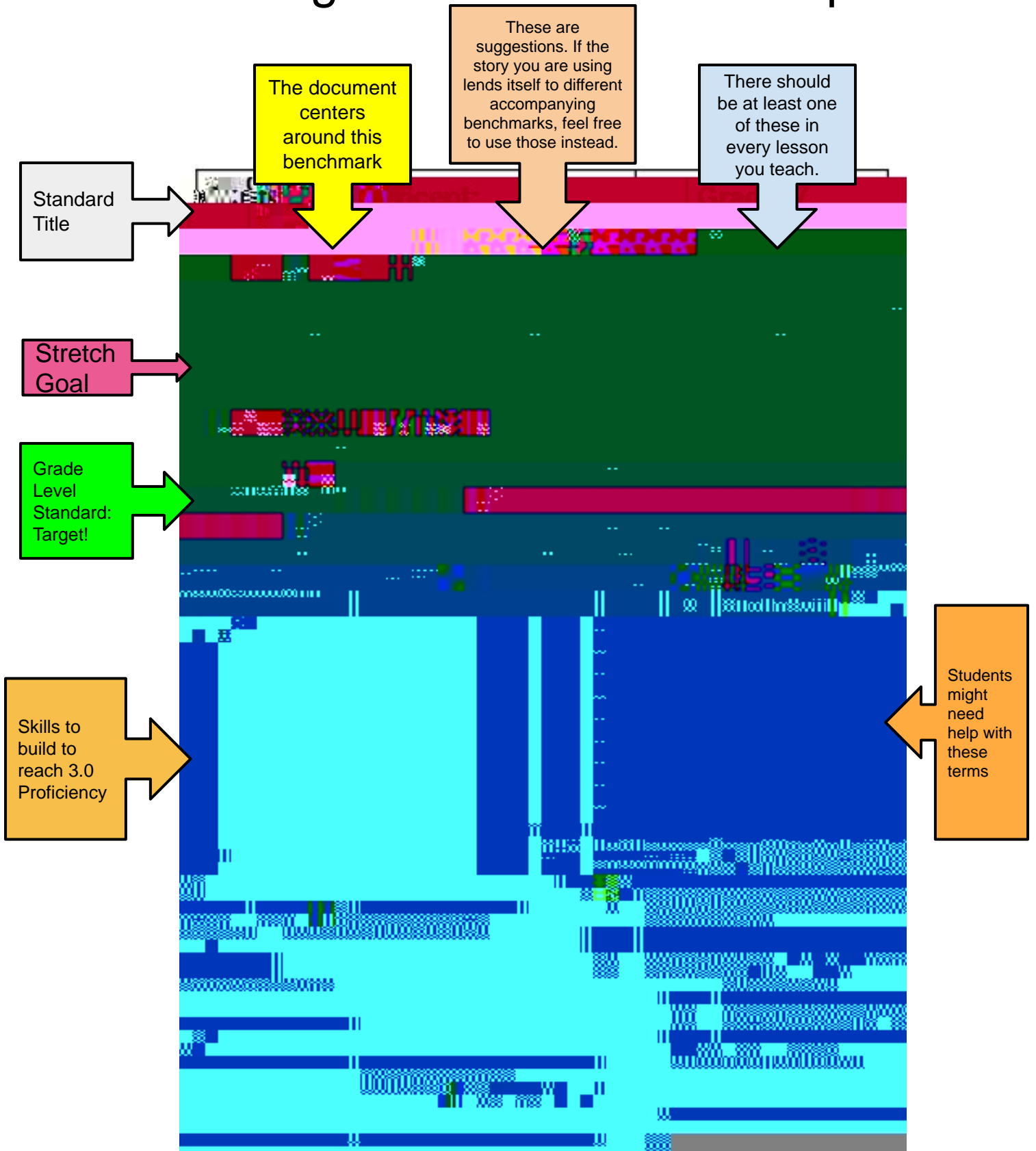
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Introduction to the Critical Concepts:

Charlotte County Public Schools firmly believes that teachers need to deeply understand the grade-level standards put forth by the state to inform how we

How to Navigate the Critical Concept Scales



Course Description: M/J Intensive Reading 2 #1000012

General Course Information and Notes

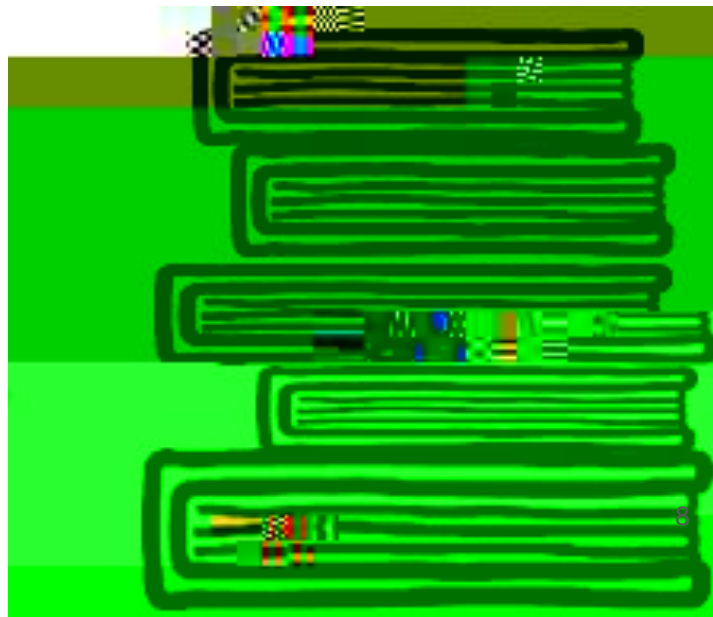
Version Description

This course is designed for 7th grade students reading below grade level. The course includes foundational skill

Proficiency Scale Table of Contents

Critical Concept Title	Spotlight Benchmark	Accompanying Benchmarks	ELA Expectations
Phonological Awareness	ELA.612.F.2.1	When these skills are mastered, students are able to move on to grade-level standards. These should NOT be taught as year-long standards.	Any ELA Expectation
Phonics and Word Analysis	ELA.612.F.2.2		Any grade-level standard
Encoding	ELA.612.F.2.3		Any grade-level standard
Fluency	ELA.612.F.2.4		Any grade-level standard
Literary Elements	ELA.7.R.1.1	ELA.7.R.1.2 ELA.7.R.1.3	ELA.K12.EE.1.1 ELA.K12.EE.2.1
Theme	ELA.7.R.1.2	ELA.7.R.3.1 ELA.7.R.3.2	ELA.K12.EE.2.1 ELA.K12.EE.3.1
Perspective and Point of View	ELA.7.R.1.3	ELA.7.R.1.1	ELA.K12.EE.2.1 ELA.K12.EE.3.1
Poetry	ELA.7.R.1.4	ELA.7.R.3.1 ELA.7.R.3.4	ELA.K12.EE.3.1
Structure	ELA.7.R.2.1	ELA.7.R.2.2 ELA.7.R.2.3 ELA.7.C.5.1	ELA.K12.EE.4.1 ELA.K12.EE.6.1
Central Idea	ELA.7.R.2.2	ELA.7.R.1.1	ELA.K12.EE.2.1
Purpose and Perspective	ELA.7.R.2.3	ELA.7.R.2.1	ELA.K12.EE.3.1 ELA.K12.EE.6.1
Argument	ELA.7.R.2.4	ELA.7.R.2.1 ELA.7.C.1.3	ELA.K12.EE.4.1
Interpreting Figurative Language	ELA.7.R.3.1	ELA.7.R.1.4 ELA.7.R.2.3 ELA.7.C.1.2	ELA.K12.EE.3.1
Comparative Reading	ELA.7.R.3.3	ELA.7.R.1.2 ELA.7.C.1.4	ELA.K12.EE.4.1
Understanding Rhetoric	ELA.7.R.3.4	ELA.7.V.1.3 ELA.7.R.3.1	ELA.K12.EE.3.1
Morphology	ELA.7.V.1.2	ELA.7.V.1.1	ELA.K12.EE.3.1
Context and Connotation	ELA.7.V.1.3	ELA.7.R.3.3 ELA.7.V.1.2	ELA.K12.EE.6.1

Teacher Proficiency Scales



Critical Concept: Phonological Awareness		Grades 6-12
Spotlight Benchmarks: ELA.612.F.2.1		When these skills are mastered, students are able to move on to grade-level standards. These should NOT be taught as year-long standards.
		ELA Expectations: ELA.K12.EE.2.1
4	Students will: Y@^}Ác@^•^Á•\ //•Áæ'Á {æ•c^/•áÉÁ•c~á^}c•Áæ'Áæà/Ác[Á { [ç^Á []}Ác[Á *'iæá^É/Áç^Á•cæ}áæ!á•ÉÁV@^•^Á•@[~ áÁpUVÁà^Ácæ~*@cÁæ•Á ^Áæ!É []} *Á•cæ}áæ!á•ÉÁ	Potential Resources:
3.5	U}Áæáááá []Ác[Á•&[!^ÁÉÉÁ]^-/[!{æ}&^ÉÁ]æ!cæ Á•~&^••ÁæcÁ•&[!^Á]ÉÉÁ&[]c^}cÉ	
3	Students will: Demonstrate an understanding of spoken words, syllables, and sounds. a. Orally produce single-syllable and multisyllabic words by accurately blending sounds. b. Accurately segment single-syllable and multisyllabic words.	
2.5	p[Á {æh[!Á^! [!Á[!{!••á[]}•Á!^*æ!áá} *Á•&[!^ÁGÉÉÁ&[]c^}cÉÁæ}áá]æ!cæ Á•~&^••ÁæcÁ•&[!^Á]ÉÉÁ&[]c^}cÉÁ	
2	Students will: Blend and segment syllables in spoken words. b. Identify and produce alliterative and rhyming words. c. Blend and segment onset and rimes of single-syllable words. d. Identify the initial, medial, and final sound of spoken words. e. Add or delete phonemes at the beginning or end of a spoken word and say the resulting word. f. Segment and blend phonemes in single-syllable spoken words . Segment spoken words into initial, medial, and final phonemes, including words with digraphs, blends, and trigraphs. b. Orally blend initial, medial, and final phonemes together to produce a single-syllable word that includes digraphs, blends, or trigraphs. c. Blend single-syllable spoken words with at least five phonemes. d. Segment single-syllable spoken words with at least five phonemes. e. Segment and blend phonemes in multi-syllable spoken words.	
1.5	Uæ!cæ Á•~&^••ÁæcÁ•&[!^Á]GÉÉÁ&[]c^}cÉÁæ}áá {æh[!Á^! [!Á[!{!••á[]}•Á!^*æ!áá} *Á•&[!^Á]ÉÉÁ&[]c^}cÉÁ	Vocabulary: Blending Syllable Single syllable Multisyllabic Segment Onset Rime Alliterative Rhyming Initial sound Medial sound Final sound Phoneme
1	Yác@Á@^]ÉÁ]æ!cæ Á•~&^••ÁæcÁ•&[!^Á]GÉÉÁ&[]c^}cÁæ}áá•&[!^Á]ÉÉÁ&[]c^}cÉÁ	
.5	Yác@Á@^]ÉÁ]æ!cæ Á•~&^••ÁæcÁ•&[!^Á]GÉÉÁ&[]c^}cÁà~cÁ} [cÁ]ÉÉÁ&[]c^}cÉÁ	
0	Òç^}Á, ác@Á@^]ÉÁ} [Á•~&^••ÉÁ	
Culminating Activity:		

Critical Concept: Phonics and Word Analysis

Grades 6-12

Spotlight Benchmarks:

ELA.612.F.2.2

WELA.612.F.

Critical Concept: Fluency		Grades 6-12
Spotlight Benchmarks: ELA.612.F.2.4		When these skills are mastered, students are able to move on to grade-level standards. These should NOT be taught as year-long standards.
		ELA Expectations: ELA.K12.EE.2.1
4	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	Potential Resources:
3.5	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
3	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
2.5	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
2	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression at all levels prior to current grade level	Vocabulary: Accuracy Automaticity Prosody expression
1.5	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
1	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
.5	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
0	Students will: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.	
Culminating Activity:		Possible Duration:

Critical Concept:
Literary Elements

Grade: 7

Spotlight Benchmarks:
ELA.7.R.1.1

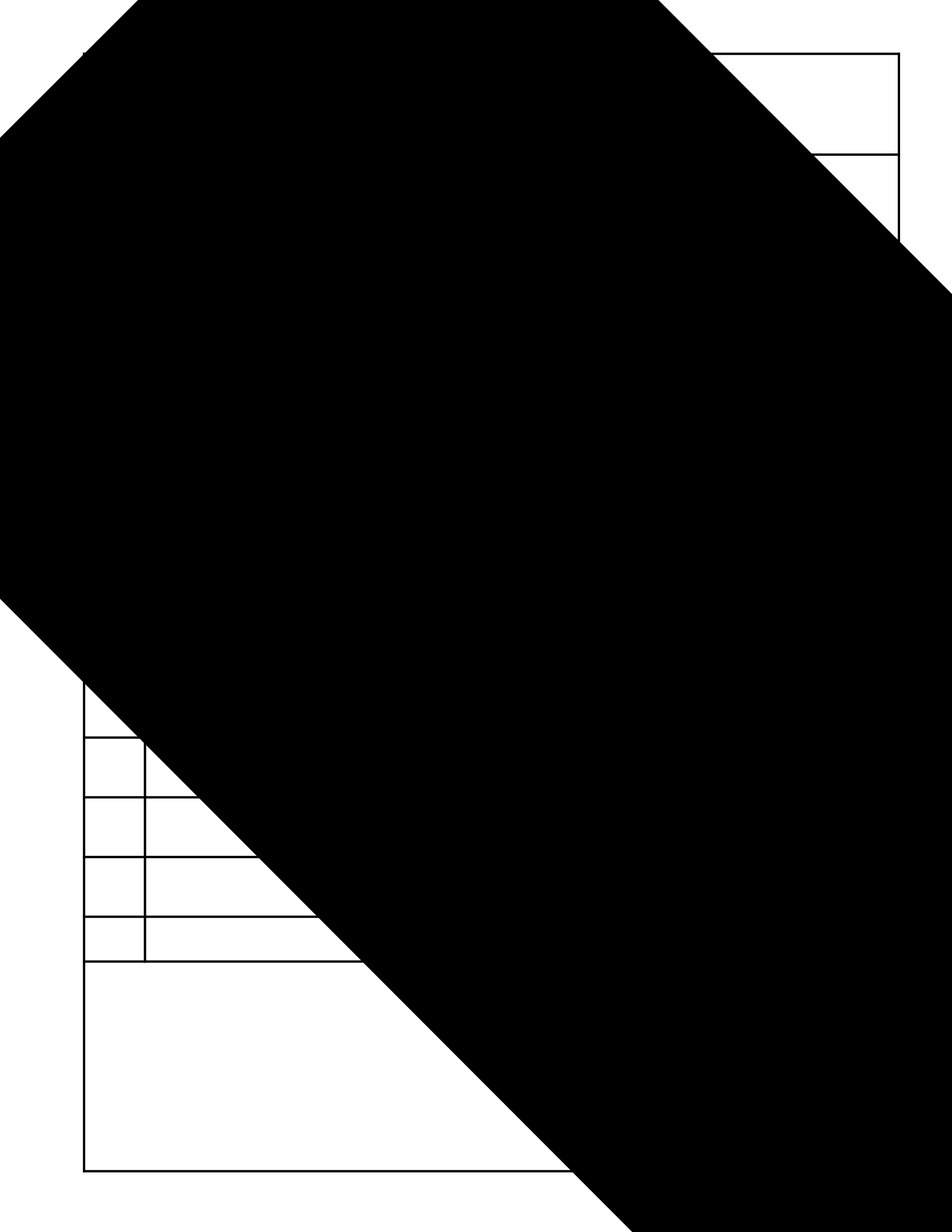
Accompanying Benchmarks:
ELA.7.R.1.2
ELA.7.R.1.3

ELA Expectations:
ELA.K12.EE.1.1
ELA.K12.EE.2.1

Critical Concept: Perspective and Point of View		Grade:7
Spotlight Benchmarks: ELA.7.R.1.3	Accompanying Benchmarks: ELA.7.R.1.1	ELA Expectations: ELA.K12.EE.2.1 ELA.K12.EE.3.1
4	Students will: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Potential Resources:
3.5		
3	Students will: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	
2.5		Vocabulary:
2	Students will: Explain who is telling the story using context clues. Identify different characters' perspectives in a literary text. Explain different characters' perspectives in a literary text. Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Describe how an author develops a character's perspective in a literary text. Explain the influence of multiple narrators and/or shifts in point of view in a literary text	
1.5		
1		

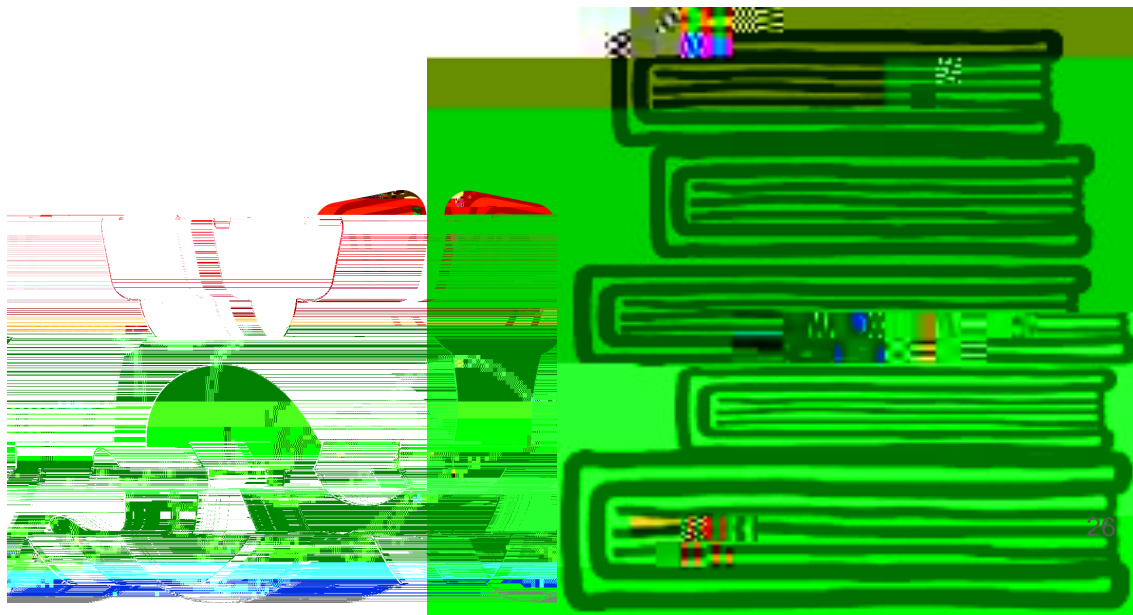
Critical Concept: Central Idea		Grade: 7
Spotlight Benchmarks: ELA.7.R.2.2		Accompanying Benchmarks: ELA.7.R.1.1
		ELA Expectations: ELA.K12.EE.2.1
4	Students will: Analyze two or more central ideas and their development throughout a text	Potential Resources:
3.5	<i>Q }Áæâââcá [}Ác [Á•& [/ÁHÈÈÁ] ^ / - [/ { æ } & ^ ÈÁ] æ / cææ] Á • ~ & ^ • • ÁæcÁ • & [/ ^ Á I ÈÈÁ & [} c ^ } c È</i>	
3	Students will: Compare two or more central ideas and their development throughout a text.	
2.5	<i>P [Á { æb [/ Á ^ / / / / Á [/ Á [{ ä • • ä [} • Á / ^ * æ / ä ä } * Á • & [/ ^ Á G È È Á & [] c ^ } c È Á æ } ä Á] æ / cææ] Á • ~ & ^ • • ÁæcÁ • & [/ ^ Á H È È Á & [] c ^ } c È Á</i>	Vocabulary: Central idea Detail Inference Implied Explicit
2	Students will:	

Critical Concept: Purpose and Perspective		Grade: 7
Spotlight Benchmarks: ELA.7.R.2.3	Accompanying Benchmarks: ELA.7.R.2.1	ELA Expectations: ELA.K12.EE.3.1 ELA.K12.EE.6.1
4	Students will: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Potential Resources:
3.5	Q}Áæãääcá []Ác [Á•& [/ ^ Á H É € Á] ^ / - [/ { æ } & ^ É Á] æ / c á æ] Á • ~ & & ^ • • Á æ c Á • & [/ ^ Á] É € Á & [] c ^ } c É	
3	Students will: Explain how an author establishes and achieves purpose(s) through diction and syntax.	
2.5	P [Á { æ b [/ Á ^ / / / / Á [/ Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á G É € Á & [] c ^ } c É Á æ } ä Á] æ / c á æ] Á • ~ & & ^ • • Á æ c Á • & [/ ^ Á H É € Á & [] c ^ } c É Á	
		Vocabulary:



Critical Concept: Morphology		Grade: 7
Spotlight Benchmarks: ELA.7.V.1.2		Accompanying Benchmarks: ELA.7.V.1.1
ELA Expectations: ELA.K12.EE.3.1		
4	Students will: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Potential Resources:
3.5	<i>Q}Áæâãäå []Á [Á•& [!^ÁHÉÁ]^- [! {æ}&^ÉÁ]æ'cäæ Á•~&&^••ÁæçÁ•& [!^Á]ÉÉÁ & []c^}cÉ</i>	
3	Students will: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	
2.5	<i>P [Á {æb [!Á^! [!Á [!Á [{ä••ä []•Á!^*æ!ää} *Á•& [!^ÁGÉÁ& []c^}cÉÁæ} äÁ]æ'cäæ Á •~&&^••ÁæçÁ•& [!^ÁHÉÁ& []c^}cÉÁ</i>	Vocabulary:
2	Students will: Ask and answer questions about unfamiliar words.	

Student Proficiency Scales



Critical Concept: Theme		Grade: 7
4.0	I will: Analyze two or more themes and their development throughout a literary text	Notes:
3.5	Q}Áæãääcä[}Ác[Á•&[!^ÁHÉ€Á]^i~[!{æ}&^ÉÁ]æ!C Á &^••ÁæcÁ•&[!^Á !É€Á&[}c^}cÉ	
3.0	I will: Compare two or more themes and their development throughout a literary text.	
2.5	P[Á {æb[!Á^!;!Á[!Á[{ã••ã[}•Á!^*æ!ää} *Á•&[!^ÁGÈÁ&[}c^}cÉÁæ}áÁ]æ!C Á &^••ÁæcÁ•&[!^ÁHÉ€Á&[}c^}cÉÁ	Vocab ary:
2.0	I will: Identify and explain a theme and the morR of a literary text. Explain a theme and how it develops, using details, in a literary text. Explain a stated or implied theme and how it develops, using details, in a literary text. Explain the development of stated or implied theme(s) throughout a literary text. Analyze the development of stated or implied theme(s) throughout a literary text.	

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Student Name:	Period:
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Critical Concept: Perspective and Point of View		Grade: 7
4.0	I will: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Notes:
3.5	<i>Q}Áæãäâäö [] Ác [Á & ['ÁHÉÉÁ] ^ / - [i { æ } & ^ ÉÁ] æ / cæ] Á • ~ & & ^ • • ÁæçÁ • & ['ÁÁ / ÉÉÁ & [] c ^ } cÉ</i>	
3.0	I will: Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	
2.5	<i>P [Á { æb ['Á ^ / / ['Á ['Á [{ ä • • ä [] • Á / ^ * æ / ää } * Á • & ['ÁGÉÉÁ & [] c ^ } cÉæ } äÁ] æ / cæ] Á • ~ & & ^ • • ÁæçÁ • & ['ÁHÉÉÁ & [] c ^ } cÉÁ</i>	
2.0	I will: Explain who is telling the story using context clues. Identify different characters' perspectives in a literary text. Explain different characters' perspectives in a literary text. Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Describe how an author develops a character's perspective in a literary text. Explain the influence of multiple narrators and/or shifts in point of view in a literary text	Vocabulary: Narrator/narration Perspective Outlook Context Differentiate Point of view First person Second person Third person -limited -omniscient Unreliable narrator Credibility
1.5	<i>Úæ / cæ] Á • ~ & & ^ • • ÁæçÁ • & ['ÁGÉÉÁ & [] c ^ } cÉæ } äÁ { æb ['Á ^ / / ['Á ['Á [{ ä • • ä [] • Á / ^ * æ / ää } * Á • & ['ÁHÉÉÁ & [] c ^ } cÉÁ</i>	
1.0	<i>Y äc @ Á @ ^ /] ÉÁ] æ / cæ] Á • ~ & & ^ • • ÁæçÁ • & ['ÁGÉÉÁ & [] c ^ } cæ } äÁ • & ['ÁHÉÉÁ & [] c ^ } cÉÁ</i>	
.5	<i>Y äc @ Á @ ^ /] ÉÁ] æ / cæ] Á • ~ & & ^ • • ÁæçÁ • & ['ÁGÉÉÁ & [] c ^ } cä ä ~ cÄ } [cÄHÉÉÁ & [] c ^ } cÉÁ</i>	
0	<i>Òç ^ } Á , äc @ Á @ ^ /] ÉÁ } [Á • ~ & & ^ • • ÉÁ</i>	
Where am I struggling?		

Student Name:	Period:
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Critical Concept: Structure		Grade: 7
4.0	I will: Analyze how individual text sections and/or features convey a purpose and/or meaning in texts	Notes:
3.5	<i>Q}Áæâäâcô []Ác [Á•& [/'ÁHÉÉÁ]^ /- [/ { æ } & ^ÉÁ]æ /câæ]Á • ~ & ^••ÁæcÁ • & [/'ÁÁ /ÉÉÁ & []c^ }cÉ</i>	
3.0	I will: Explain how individual text sections and/or features convey a purpose in texts	
2.5	<i>P [Á { æb [/Á^ /! [/Á [/Á [{ á ••â [] •Á / ^ *æ /ââ } *Á • & [/'ÁGÉÉÁ & []c^ }cÉÁæ } áÁ]æ /câæ]Á • ~ & ^••ÁæcÁ • & [/'ÁHÉÉÁ & []c^ }cÉÁ</i>	Vocabulary: Description Sequence Cause and effect Problem/solution Comparison Concrete detail Central idea Format Organization Text features Text sections Purpose
2.0	I will: Use text features including titles, headings, captions, graphs, maps, glossaries, and/or illustrations to demonstrate understanding of texts. Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts. Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts. Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts. Explain how text structures and/or features contribute to the overall meaning of texts. Explain how individual text sections and/or features convey meaning in texts.	
1.5	<i>Úæ /câæ]Á • ~ & ^••ÁæcÁ • & [/'ÁGÉÉÁ & []c^ }cÉÁæ } áÁ { æb [/Á^ /! [/Á [/Á [{ á ••â [] •Á / ^ *æ /ââ } *Á • & [/'ÁHÉÉÁ & []c^ }cÉÁ</i>	
1.0	<i>Y äc @Á @ ^ /]ÉÁ]æ /câæ]Á • ~ & ^••ÁæcÁ • & [/'ÁGÉÉÁ & []c^ }cÉÁæ } áÁ • & [/'ÁHÉÉÁ & []c^ }cÉÁ</i>	
.5	<i>Y äc @Á @ ^ /]ÉÁ]æ /câæ]Á • ~ & ^••ÁæcÁ • & [/'ÁGÉÉÁ & []c^ }cÉÁæ } áÁ ~ cÁ } [cÁHÉÉÁ & []c^ }cÉÁ</i>	
0	<i>Òç^ }Á , äc @Á @ ^ /]ÉÁ } [/Á • ~ & ^••ÁæcÁ</i>	
Where am I struggling?		

Student Name:	Period:
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Critical Concept: Purpose and Perspective		Grade: 7
4.0	I will: Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.	Notes:
3.5		
3.0	I will: Explain how an author establishes and achieves purpose(s) through diction and syntax.	
2.5		
2.0	I will: Explain an author's purpose in an informational text. Explain the development of an author's purpose in an informational text. Explain an author's perspective toward a topic in an informational text. Analyze an author's purpose and/or perspective in an informational text. Analyze authors' purpose(s) in multiple accounts of the same event or topic.	Vocabulary: Purpose Entertain Perform Persuade Perspective Diction Syntax
1.5		
1.0		
.5		
0		
Where am I struggling?		

Critical Concept: Argument		Grade: 7
4.0	<p>I will:</p> <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>	Notes:
3.5	<p><i>P [Á { æ ð ä ä c ä [] Á c [Á • & [/ ^ Á H É € Á] ^ / - [/ { æ } & ^ É Á] æ / c ä æ] Á • ~ & & ^ • • Á æ c Á • & [/ ^ Á / É € Á & [] c ^ } c É</i></p>	
3.0	<p>I will:</p> <p>Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</p>	
2.5	<p><i>P [Á { æ ð [/ Á ^ / / [/ Á [/ Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á G É € Á & [] c ^ } c É Á æ } ä Á] æ / c ä æ] Á • ~ & & ^ • • Á æ c Á • & [/ ^ Á H É € Á & [] c ^ } c É Á</i></p>	Vocabulary:
2.0	<p>I will:</p> <p>Identify an author’s opinion(s) about the topic. Explain an author’s opinion(s) and supporting evidence.</p> <p>Identify an author’s claim and explain how an author uses evidence to support the claim. Explain an author’s claim and the reasons and evidence used to support the claim.</p> <p>Track the development of an argument, identifying the specific claim(s), evidence,</p>	

Student Name:	Period:
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Critical Concept: Understanding Rhetoric		Grade: 7
4.0	I will: Explain how an author uses rhetorical devices to support or advance an appeal.	Notes:
3.5	<i>Q}Áæáääcä []Ác [Á •& [/ ^ Á H È Á] ^ / - [/ { æ } & ^ É Á] æ / c ä æ / h • ~ & & ^ • • Á æ c Á • & [/ ^ Á / È Á & [] c ^ } c È</i>	
3.0	I will: Explain the meaning and/or significance of rhetorical devices in a text.	
2.5	<i>P [Á { æ b [/ Á ^ / / [/ Á / / Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á G È Á & [] c ^ } c È Á æ } ä Á] æ / c ä æ / h • ~ & & ^ • • Á æ c Á • & [/ ^ Á H È Á & [] c ^ } c È Á</i>	
2.0	I will: Need to be able to read and understand grade level text. Be able to identify author's purpose. Need to identify ethos, logos, and pathos. Identify rhetorical appeals in a text.	Vocabulary: Rhetorical Appeals Ethos Logos Pathos Persuade Influence Irony Rhetorical Question
1.5	<i>Ú æ / c ä æ / h • ~ & & ^ • • Á æ c Á • & [/ ^ Á G È Á & [] c ^ } c È Á æ } ä Á { æ b [/ Á ^ / / [/ Á / / Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á H È Á & [] c ^ } c È Á</i>	
1.0	<i>Y ä c @ Á @ ^ / J È Á] æ / c ä æ / h • ~ & & ^ • • Á æ c Á • & [/ ^ Á G È Á & [] c ^ } c Ä æ } ä Á • & [/ ^ Á H È Á & [] c ^ } c È Á</i>	
.5	<i>Y ä c @ Á @ ^ / J È Á] æ / c ä æ / h • ~ & & ^ • • Á æ c Á • & [/ ^ Á G È Á & [] c ^ } c Ä ä ~ c Ä } [c Á H È Á & [] c ^ } c È Á</i>	
0	<i>Ò ç ^ } Á , ä c @ Á @ ^ / J È Á] [Á • ~ & & ^ • • È Á</i>	
Where am I struggling?		

Student Name:	Period:
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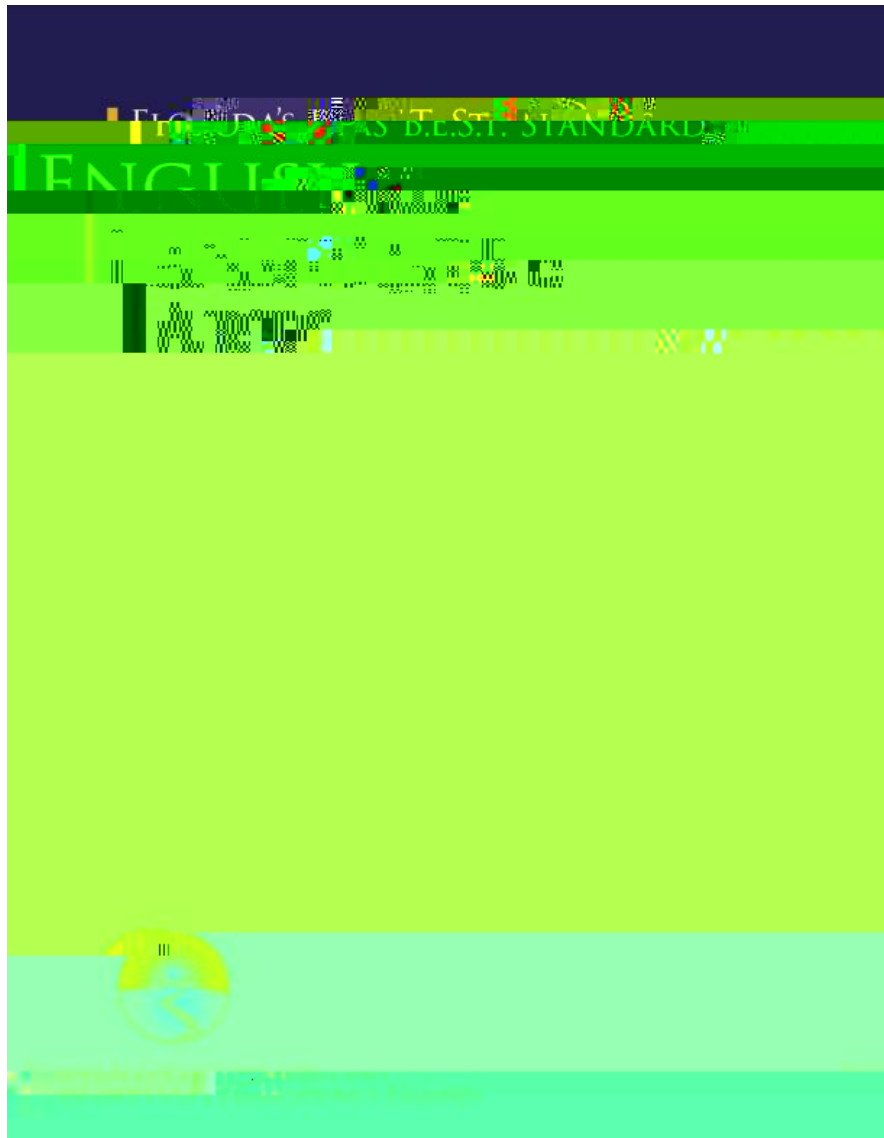
Critical Concept: Morphology		Grade: 7
4.0	I will: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	Notes:
3.5	<i>Q } Áæâðäçä [] Ác [Á • & [/ ^ Á H È É Á] ^ / - [/ { æ } & ^ É Á] æ / ç ä æ] Á • ~ & & ^ • • Á æ ç Á • & [/ ^ Á / È É Á & [] ç ^ } ç È</i>	
3.0	I will: Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.	
2.5	<i>P [Á { æ b [/ Á ^ / / [/ Á / / Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á G È É Á & [] ç ^ } ç È ä æ } ä Á] æ / ç ä æ] Á • ~ & & ^ • • Á æ ç Á • & [/ ^ Á H È É Á & [] ç ^ } ç È Á</i>	Vocabulary: Prefixes Suffixes Greek/Latin Roots Affixes Base words Parts of Speech
2.0	I will: Ask and answer questions about unfamiliar words. Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words. Apply knowledge of Greek and Latin roots and affixes, recognizing the connection between affixes and parts of speech, to determine the meaning of unfamiliar words. Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases.	
1.5	<i>Ú æ / ç ä æ] Á • ~ & & ^ • • Á æ ç Á • & [/ ^ Á G È É Á & [] ç ^ } ç È ä æ } ä Á { æ b [/ Á ^ / / [/ Á / / Á [{ ä • • ä [] • Á / ^ * æ / ä ä } * Á • & [/ ^ Á H È É Á & [] ç ^ } ç È Á</i>	
1.0	<i>Y ä c @ Á @ ^ /] È Á] æ / ç ä æ] Á • ~ & & ^ • • Á æ ç Á • & [/ ^ Á G È É Á & [] ç ^ } ç ä æ } ä Á • & [/ ^ Á H È É Á & [] ç ^ } ç È Á</i>	
.5	<i>Y ä c @ Á @ ^ /] È Á] æ / ç ä æ] Á • ~ & & ^ • • Á æ ç Á • & [/ ^ Á G È É Á & [] ç ^ } ç ä ä ~ ç Á } [ç Á H È É Á & [] ç ^ } ç È Á</i>	
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Where am I struggling?		

Part Three

Glossary of Terms
Benchmarks Assessed in F.A.S.T. Testing
Sample Critical Concepts Teaching Unit

Glossary of Terms

From the B.E.S.T. Standards
pages 212-219



Glossary of Terms

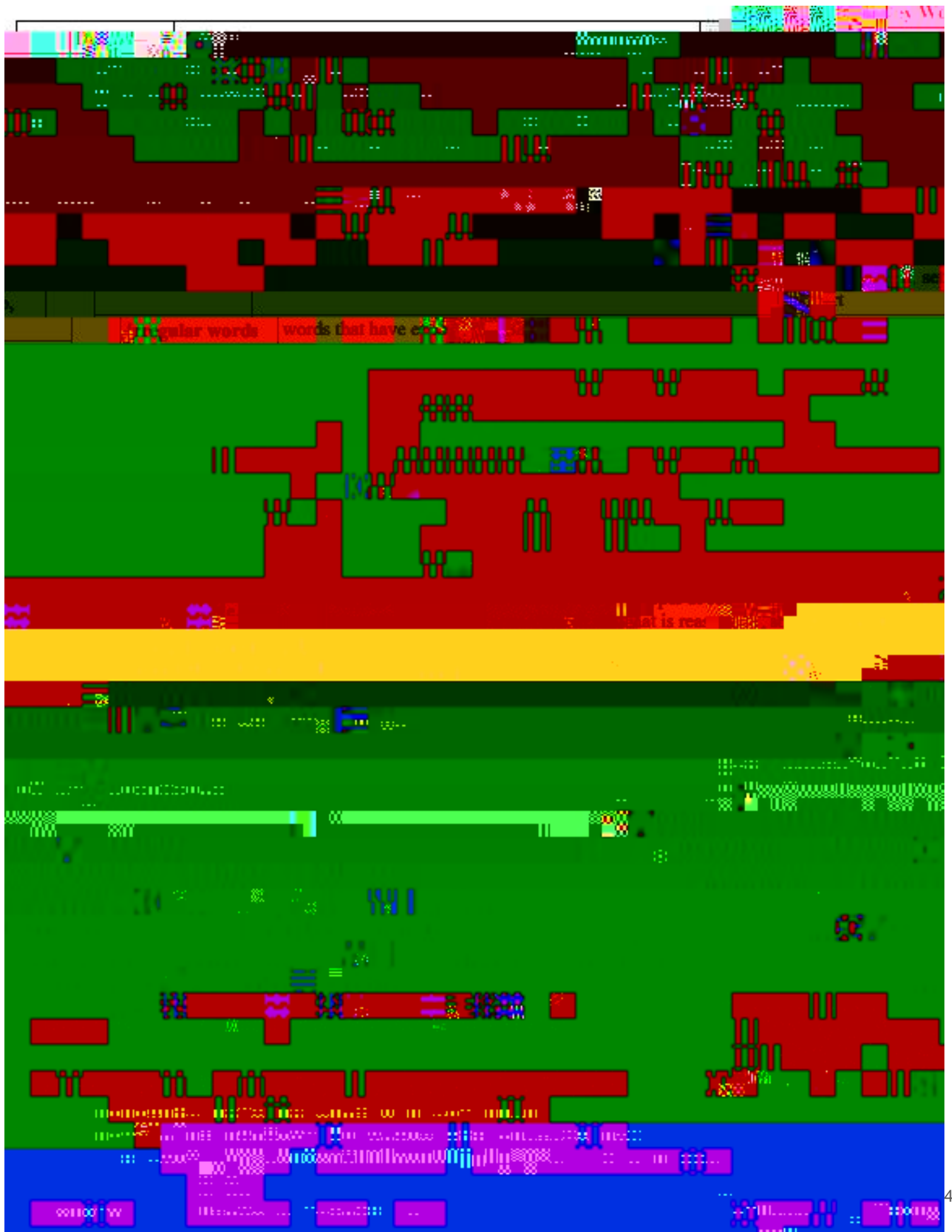
Key word	Definition	Synonyms
accuracy	freedom from mistake or error	correctness, exactness, precision, veracity
	continuity to truth or to a standard or model	
affix	letter or group of letters added to the beginning or end of a word	

Key Term	Definition	Synonyms
author's purpose	Persuade: a writer's purpose, author's purpose, author's intent	opinion texts present a claim or position, supported by reasons and evidence, in order to persuade readers to take a particular action or to change their minds about a subject.
Explain	Explain: to make something clear or understandable	Explain: to make something clear or understandable
Inform	Inform: to provide information or knowledge	Inform: to provide information or knowledge
Entertain	Entertain: texts intended to amuse or interest readers	Entertain: texts intended to amuse or interest readers

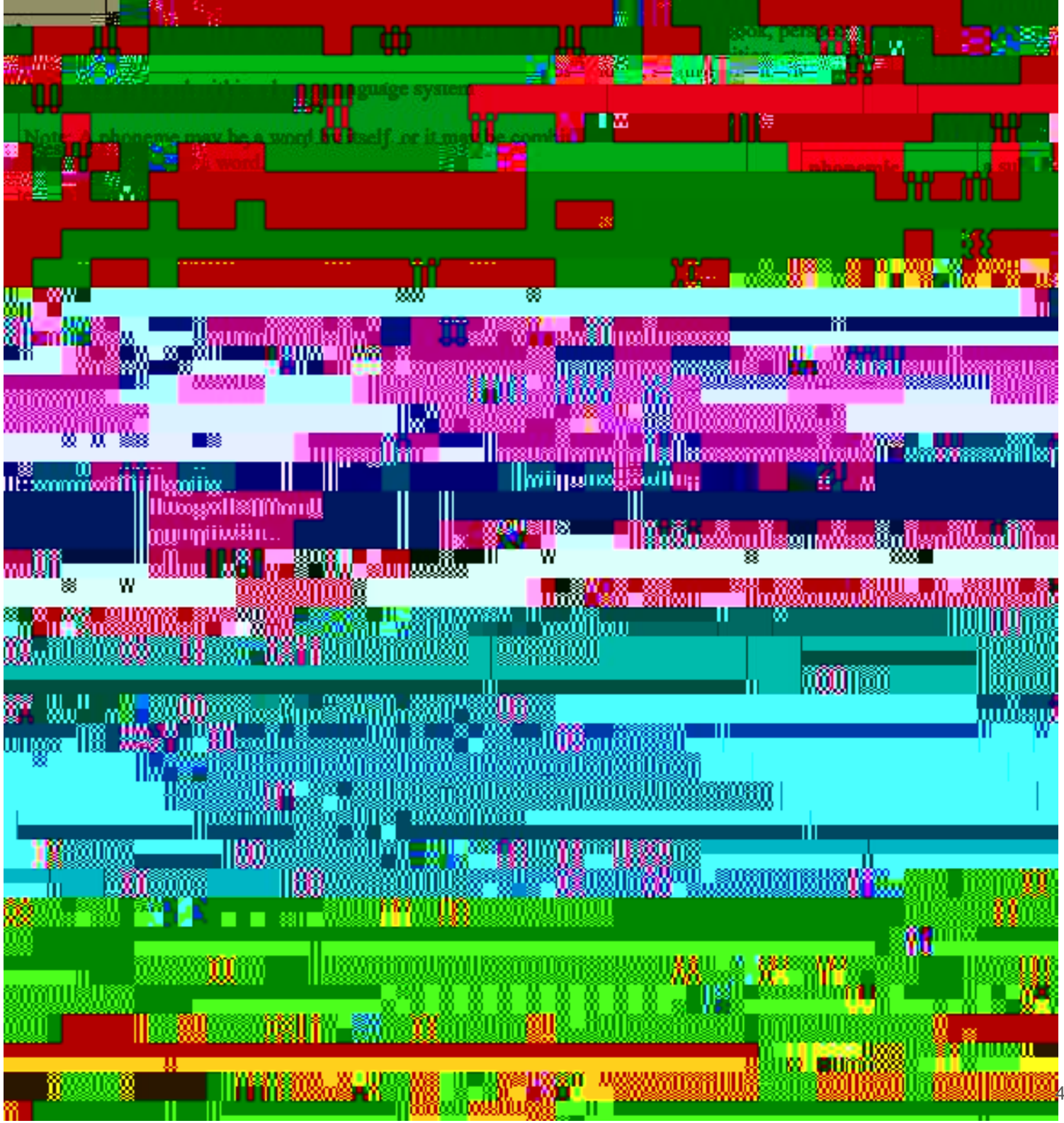
Key Term	Definition	Synonyms
Understand a text	Understand a text: to comprehend the meaning of a text	Understand a text: to comprehend the meaning of a text
Enhanced	Enhanced: to improve or increase the quality of something	Enhanced: to improve or increase the quality of something
Procedure or process	Procedure or process: a series of steps or actions to be followed	Procedure or process: a series of steps or actions to be followed
Comprehension	Comprehension: the ability to understand and interpret information	Comprehension: the ability to understand and interpret information
Concept	Concept: an idea or notion that exists in the mind	Concept: an idea or notion that exists in the mind
Amuse	Amuse: to entertain or divert someone	Amuse: to entertain or divert someone
Interest	Interest: to attract attention or curiosity	Interest: to attract attention or curiosity

Key Term	Definition	Synonyms
Original source	Original source: the source from which information is derived	Original source: the source from which information is derived
Cite	Cite: to refer to a particular source or authority	Cite: to refer to a particular source or authority
Attribution, credit	Attribution, credit: the act of giving credit to the original source	Attribution, credit: the act of giving credit to the original source
Refer	Refer: to mention or allude to something	Refer: to mention or allude to something
Assert	Assert: to state something as a fact or truth	Assert: to state something as a fact or truth
Argument	Argument: a claim or position supported by reasons and evidence	Argument: a claim or position supported by reasons and evidence
Provide	Provide: to supply or furnish something	Provide: to supply or furnish something
Logic	Logic: the study of the principles of reasoning	Logic: the study of the principles of reasoning

Key Words	Definition	Synonyms
digraph	a group of two consecutive letters that are read as a single sound (e.g., /ea/ in bread; /ch/ in chat; /ng/ in sing)	
diphthong	<p>a vowel produced by the tongue shifting position during articulation</p> <p>Note: The vowel <i>ea</i> is first <i>e</i> and then <i>a</i>, so it is two parts, and it is a diphthong.</p>	



Key Word	Definition	Synonyms
organize	to put things into a particular arrangement, order, or structure	arrange, array, class, draw up, lay out, order, systematize
system	written language	orthography, parables
paraphrase	say something that someone else has said or written using different words	rephrase, restate, restating, rewording, rewording, rewording



Key Word	Definition	Examples
research	careful study that is done to find and report new knowledge about something	exploration, inquiry, investigation, probe
revise	dealing with the text as a whole, addressing strengths and weaknesses, arguments, focus, support, evidence, voice, and mechanical issues	alter, improve, modify, overhaul, rework, revamp

document, or primary reference work	that provides	author, origin, text
information		
structure	to plan, organize	
corroborate	information and evidence used to prove or corroborate something using information or evidence to show or seem to confirm something to be true	uphold, back, corroborate, help
syllable	any one of the parts into which a word is naturally divided when it is pronounced a unit of spoken language that consists of one or more sounds alone or with one or more consonant sounds	

Key Word	Definition
	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>subject, matter, subject matter, content</p>
<p>to follow something that moves</p>	<p>topic,</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>
<p>to follow something that moves</p>	<p>to follow something that moves</p>

16 Benchmarks assessed in new

Content Benchmark Assessed	Benchmark Language (without Clarifications)	Assessment Limits	Task Demand
ELA.7.R.1.3	Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.	Items may ask the student to explain the influence of multiple narrators or points of view. Items will refer to point of view of the narrator, including, but not limited to,	

Content Benchmark Assessed	Benchmark Language (without Clarifications)	Assessment Limits	Task Demand
ELA.7.R.2.4	Track the development of an argument, analyzing the types of reasoning used and their effectiveness.	Items may ask the student to analyze examples of logical reasoning, including deductive, inductive, and abductive reasoning, in the text. Items may ask the student to track the development of an argument. Items may ask the student to identify the order in which an argument is developed either in a section of the text or throughout the text in order to analyze the types of reasoning. Items may ask the student to analyze fallacies in reasoning, such as ad hominem, ad populum, hasty generalization, red herrings, slippery slope, straw man, false analogy, circular reasoning, and non sequitur; however, items will not use these specific terms.	Track the development of an argument by analyzing evidence that supports types of reasoning. Track the development of an argument by analyzing visual and textual evidence.
ELA.7.R.3.1	Analyze how figurative language contributes to tone and meaning and explain examples of allusions in text(s).	Items may ask the student to analyze how metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, or idiom contribute to tone and meaning. Items will not require the student to know the specific terminology but will require understanding of its use. Items may include inferences made about tone and meaning. Items may ask the student to explain examples of allusions in text(s) by determining the meaning or purpose of its use, especially regarding the impact on tone. Items will provide the basis for the allusion(s).	Analyze how figurative language contributes to overall meaning. Analyze how meaning and/or tone are conveyed through figurative language by selecting examples of figurative language. Explain examples of allusions in texts.

Content Benchmark Assessed	Benchmark Language (without Clarifications)	Assessment Limits	Task Demand
ELA.7.R.3.3	Compare and contrast how authors with differing perspectives address the same or related topics or themes.	Items may ask the student to compare and contrast texts addressing the same or similar ideas but with differing perspectives. Items may use key details to demonstrate how the contrast is identified. Items may address the development of the author's perspective and/or themes. Items may include information to contextualize, including, but not limited to, the author, time period, and/or production; however, items may not ask about information presented for purposes of contextualization.	Compare and contrast how authors with differing perspectives approach the same or related topics and/or themes.
ELA.7.R.3.4	Explain the meaning and/or significance of rhetorical devices in a text.	Items may ask the student to determine the meaning of a word by applying knowledge of roots and affixes as listed in the B.E.S.T. benchmark clarifications. Item distractors should include common misunderstandings, including misapplication of the root or affix meaning.	Explain the meaning and/or significance of rhetorical devices in a text. Explain the meaning and/or significance of figurative language in a text.
ELA.7.V.1.2	Apply knowledge of Greek and Latin roots and affixes to determine the meanings of words and phrases in grade-level-appropriate content.	Items should ask the student to determine the meaning of a word by applying knowledge of roots and affixes as listed in the B.E.S.T. benchmark clarifications. Item distractors should include common misunderstandings, including misapplication of the root or affix meaning.	Define vocabulary using Greek and Latin roots and affixes.

Content Benchmark Assessed	Benchmark Language (without Clarifications)	Assessment Limits	Task Demand
ELA.7.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.	Words selected should have clear and sufficient context for determining the meaning of the assessed word. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items may focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete	

Writing Assessment Prompt Specifications

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Sample Critical Concepts Teaching Unit

This unit was created as a sample using the Proficiency Scale as a starting point and the B.E.S.T. List as source material.

Important notes:

The Spotlight Benchmark Close Reading Questions are adapted from the 2.0 material on the proficiency scale. The Accompanying Benchmark Close Reading Questions were adapted from the benchmark in the blue spiral book since not all Accompanying Benchmarks have their own Critical Concept. This is not enough to ensure that students have mastered the benchmarks listed, but more lessons could be created that are similarly structured.

From Amy Tan's "Two Kinds"

Accompanying Benchmarks: Close Reading Questions

As you read, you should also consider:

- **Making inferences:**
 - What can you infer that the mother values?
 - What can you infer about how the daughter feels about her mother's values?
 - What can you infer about the expectations the mother sets and why they are important to her?
- **Analyze how figurative language contributes to tone and meaning in the following chart. Examples of figurative language include: alliteration, allusion, hyperbole, idiom, imagery, metaphor, onomatopoeia, personification, simile.**

Figurative Language Type	Example from excerpt	Tone it establishes and why
hyperbole	"And after seeing my mother's disappointed face once again, something inside of me began to die" (17).	This excerpt establishes a desperate tone because she exaggerates her emotions to let us know how hopeless she feels and how painful these daily quizzes are for her.

For more detailed information about the standards for this course, please reference the B.E.S.T. Standards.

They can be found here:

<https://www.fldoe.org/core/fileparse.php/7539/urlt/elabeststandardsfinal.pdf>

