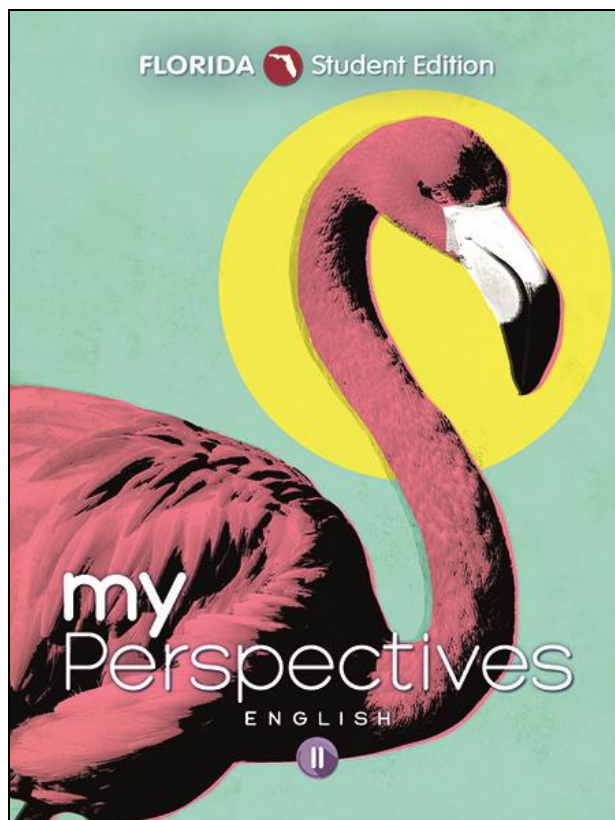


**A Crosswalk Correlation of
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English Language Arts
Grade 10, ©2022**



To
**Florida's B.E.S.T. English 2 Language Arts
& Language Arts Florida (LAFS) Standards**

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Reading		
ELA.10.R.1 Reading Prose and Poetry		
Literary Elements		
<p>ELA.10.R.1.1 Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Key elements of a literary text are setting, plot, characterization, conflict, point of view, theme, and tone. <i>Clarification 2:</i> For layers of meaning, any methodology or model may be used as long as students understand that text may have multiple layers and that authors use techniques to achieve those layers. A very workable model for looking at layers of meaning is that of I.A. Richards: Layer 1) the literal level, what the words actually mean Layer 2) mood, those feelings that are evoked in the reader Layer 3) tone, the author's attitude Layer 4) author's purpose (interpretation of author's purpose as it is often inferred)</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.910.RL.2.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>SE/TE: The Necklace (Setting and Plot) p. 291 The Voyage of the <i>James Caird</i> (Diction, Syntax, and Voice) p. 215 The Tempest, Act IV (Literary Elements: Motif) p. 509 from Life of Pi (Character Development) p. 235 Civil Peace (Setting and Characterization) p. 307 Through the Tunnel (Linear Plot Development) p. 145 The Seventh Man (Diction, Syntax, and Mood) p. 165</p>

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

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Theme		
<p>ELA.10.R.1.2 Analyze and compare universal themes and their development throughout a literary text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <i>Clarification 2:</i> The themes being analyzed and compared may be in the same or multiple literary texts.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: The Tempest / Poetry Collection 1 (Comparison-and-Contrast Essay) pp. 536–537 Señor Noboa (Development of Theme) p. 73 Civil Peace (Influence of Historical and Cultural Setting) p. 305 Poetry Collection 1 (Author's Message) p. 258 Poetry Collection (Figurative Language, Mood, and Theme) p. 712</p>

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Perspective and Point of View		
ELA.10.R.1.3 Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>SE/TE: Through the Tunnel (Coming-of-Age Narratives) p. 147 Through the Tunnel / The Seventh Man (TE: Differentiated Instruction / On Level) p. 166 Poetry Collection (Analysis and Discussion, Item 6 Differentiated Instruction / On Level) p. 83 The Tempest, Act V (Analysis, Item 2) p. 521</p>
Poetry		
<p>ELA.10.R.1.4 Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> For more information, see Literary Periods.</p>	No direct alignment to the LAFS	<p>SE/TE: Poetry Collection (Explicit and Implicit Meaning) p. 713 Poetry Collection (Poetic Text Structure and Purpose) p. 353 Poetry Collection (Poetic Structure) p. 85 from King Midas (Poetic Conventions: Form and Rhyme) p. 380 Poetry Collection 1 (Graphic Elements in Poetry) p. 257 Poetry Collection (Figurative Language, Mood, and Theme) p. 712 The Tempest, Act II (Poetic Conventions: Meter) p. 476 The Tempest, Act V (Poetic Conventions: Types of Rhyme) p. 525</p>
READING STANDARDS FOR LITERATURE: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>	<p>SE/TE: The Golden Touch (TE: Digital Perspectives) p. 364 The Tempest, Act I (TE: Digital Perspectives) p. 446 Oedipus the King, Part I (TE: Digital Perspectives) p. 633</p>

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ELA.10.R.2 Reading Informational Text		
Structure		
<p>ELA.10.R.2.1 Analyze the impact of multiple text structures and the use of features in text(s).</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Students will evaluate the use of the following structures: description, problem/solution, chronological, compare and contrast, cause and effect, and sequence. <i>Clarification 2:</i> Students will evaluate the use of the following features: table of contents, headings, captions, photographs, graphs, charts, illustrations, glossary, footnotes, annotations, and appendix.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>SE/TE: The Many Lives of Hazel Bryan (Multiple Text Structures) p. 109 Understanding Forgiveness (Text and Graphic Features) p. 573 The Thrill of the Chase (Purpose, Audience, and Structure) p. 392 Lessons of Dr. Martin Luther King, Jr. (Text Structure and Purpose) p. 97 In La Rinconada, Peru, Searching for Beauty in Ugliness (Characteristics and Structures of Informational Texts) p. 341</p>
Central Idea		
<p>ELA.10.R.2.2 Analyze the central idea(s) of historical American speeches and essays.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals and Rhetorical Devices.</p>	<p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: "I Have a Dream" (Argumentation and Rhetoric) p. 23 Letter From Birmingham Jail (Characteristics and Structures of Arguments) p. 45 "I Have a Dream" / Letter From Birmingham Jail (Comparison-and-Contrast Essay) pp. 48–49 Let South Africa Show the World How to Forgive (Argumentation: Characteristics and Structural Elements TE: Differentiated Instruction / On Level) p. 593 The Moral Logic of Survivor Guilt (Claims, Appeals, and Supporting Evidence) p. 175</p>

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Purpose and Perspective		
<p>ELA.10.R.2.3 Analyze an author’s choices in establishing and achieving purpose(s) in historical American speeches and essays.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.910.RI.3.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>SE/TE: "I Have a Dream" / Letter From Birmingham Jail (Comparison-and-Contrast Essay) pp. 48–49 Letter From Birmingham Jail (Characteristics and Structures of Arguments) p. 45 "I Have a Dream" (Argumentation and Rhetoric) p. 23 Let South Africa Show the World How to Forgive (Argument: Characteristics and Structural Elements Differentiated Instruction / On Level) p. 593</p>

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Argument		
<p>ELA.10.R.2.4 Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Validity refers to the soundness of the arguments.</p>	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>SE/TE: Two Arguments on "Translating" Shakespeare (Development of Arguments) p. 563 Oedipus the King, Part II (Academic Discussion) p. 677 Letter From Birmingham Jail (TE: Differentiated Instruction / On Level) p. 43</p>
READING STANDARDS FOR INFORMATIONAL TEXT: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>SE/TE: Lessons of Dr. Martin Luther King, Jr. (Author's Craft) p. 98 The Value of a Sherpa Life (Literary/Text Elements) p. 243 My Possessions, Myself (Literary/Text Elements) p. 402</p>

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	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>SE/TE: “I Have a Dream” (TE: Digital Perspectives) p. 20 The Voyage of the James Caird (TE: Digital Perspectives) p. 207 The Endurance and the James Caird in Images (Timed Writing) p. 223</p>
<p>ELA.10.R.3 Reading Across Genres</p> <p>Interpreting Figurative Language</p>		
<p>ELA.10.R.3.1 Analyze how figurative language creates mood in text(s).</p> <p>Benchmark 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> See Secondary Figurative Language.</p>	<p>Strand: Reading Literature Cluster 2: Craft and Structure LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SE/TE: Poetry Collection (Figurative Language, Mood, and Theme) p. 712 In La Rinconada, Peru, Searching for Beauty in Ugliness (Author's Use of Rhetoric) p. 342 View from the Empire State Building (Diction, Syntax, and Mood) p. 699 Poetry Collection (Poetic Language) p. 354 Peer-Group Learning (Rhetorical Choices and Meaning: Figurative Language) p. 553</p>

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) Strand: Reading Informational Text Cluster 2: Craft and Structure LAFS.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	(Continued)
Paraphrasing and Summarizing		
ELA.10.R.3.2 Paraphrase content from grade-level texts. Benchmark Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.	No direct alignment to the LAFS.	SE/TE: The Tempest, Act 1 (Paraphrase) p. 457 Poetry Collection 1 (Paraphrase) p. 246 Through the Tunnel (Paraphrasing Source Material) p. 144 Oedipus the King, Part I (Paraphrase and Summarize) p. 622 Performance Task: Write a Formal Research Report (Create Coherence: Paraphrase) p. 57

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Comparative Reading		
<p>ELA.10.R.3.3 Analyze how mythical, classical, or religious texts have been adapted.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> The classical source texts for this benchmark should be from ancient Greece or Rome’s Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization’s early history. Religious texts for this benchmark include works such as the Bible.</p>	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p>SE/TE: The Golden Touch / from King Midas (Short Response Timed Writing) p. 383 Oedipus the King, Part I (TE: Digital Perspectives: Analyzing Adaptations) p. 633 Oedipus the King, Part II (TE: Adapting Classical Texts) p. 659 The Tempest, Act III (TE: Digital Perspectives Enriching the Text) p. 494 The Golden Touch (Analyze Adaptations: Midas and Dionysus) p. 359</p>

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Understanding Rhetoric		
<p>ELA.10.R.3.4 Analyze an author’s use of rhetoric in a text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Students will analyze the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 10.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, and asyndeton. <i>Clarification 3:</i> See Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>SE/TE: The Value of a Sherpa Life (Text Structure and Rhetorical Appeals) pp. 243 The Value of a Sherpa Life (Rhetorical Devices) p. 244 "I Have a Dream" (Argumentation and Rhetoric) p. 23 "I Have a Dream" / Letter From Birmingham Jail (Comparison-and-Contrast Essay) pp. 48–49 Oedipus the King, Part II (Rhetorical Devices) p. 675 In La Rinconada, Peru, Searching for Beauty in Ugliness (Author's Use of Rhetoric) p. 342 Let South Africa Show the World How to Forgive (Argument: Characteristics and Structural Elements) p. 593 Peer-Group Learning (Rhetorical Choices and Meaning) p. 553</p>

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Communication		
ELA.10.C.1 Communication Through Writing		
Narrative Writing		
<p>ELA.10.C.1.2 Write narratives using an appropriate pace to create tension, mood, and/or tone.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: Performance Task (Write a Short Story) pp. 678–687 The Country of the Blind (Retelling) p. 743 Señor Noboa (Retelling) p. 75 Poetry Collection (Short Story) p. 355 Performance-Based Assessment (Short Story) p. 766</p>

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(Continued)	(Continued) e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	(Continued)
Argumentative Writing		
<p>ELA.10.C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> The tone should be both formal and objective, relying more on argument and rhetorical appeals rather than on propaganda techniques. Use narrative techniques to strengthen writing where appropriate.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>SE/TE: Performance Task (Write an Argumentative Essay) pp. 184–193 Performance-Based Assessment (Argumentative Essay) pp. 266–267 Performance Task (Write an Argument: Literary Analysis Essay) pp. 538–547 Performance-Based Assessment (Argumentative Essay) pp. 602–603 Understanding Forgiveness (Position Paper) p. 575 Lessons of Dr. Martin Luther King, Jr. (Position Paper) p. 99</p>

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(Continued)	<p>(Continued)</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	(Continued)

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<p>Expository Writing</p> <p>ELA.10.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.910.W.1.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: Performance Task (Write a Formal Research Report) pp. 50–61 Remembering Civil Rights History, When "Words Meant Everything" (Expository Essay) p. 15 "I Have a Dream" / Letter From Birmingham Jail (Writing to Compare: Comparison-and-Contrast Essay) pp. 48–49 The Tempest / Poetry Collection 1 (Writing to Compare: Comparison-and-Contrast Essay) p. 536–537 Timed Writing (Expository Essay) pp. 62–63 Performance-Based Assessment (Expository Essay) pp. 412–413 Civil Peace (Response to Literature) p. 308</p>

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(Continued)	(Continued) d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	(Continued)
Improving Writing		
<p>ELA.10.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>	<p>SE/TE:</p> <p>Performance Task: Write an Expository Essay (Planning and Prewriting: Quick Fact-Check, Key Concept Revising: Peer Review Editing:] Editing Tips) pp. 318, 322, 325</p> <p>Performance Task: Write a Short Story (TE: Quick Conference) pp. 679, 681, 682, 685, 686</p> <p>Performance Task: Write a Formal Research Report (Planning and Prewriting: Key Concept: Target Audiences Revising: Peer Review Editing: Editing Tips) pp. 52, 58, 61</p> <p>Performance Task: Write an Argumentative Essay (Planning and Prewriting: Tip: Specific Audience Revising: Peer Review Editing: Editing Tips) pp. 186, 190, 193</p> <p>Performance Task: Write an Argument/Literary Analysis (Revising: Peer Review Editing: Editing Tips) pp. 544, 547</p> <p>Performance Task: Deliver a Multimedia Presentation (Revise and Present) p. 261</p>

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WRITING STANDARDS: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>SE/TE: Performance Task: Write a Formal Research Report (Elements of Research Writing Take a Closer Look at the Assignment) pp. 50-51 Performance Task: Write an Argumentative Essay (Elements of Argumentative Essays Take a Closer Look at the Assignment) pp. 184-185 Performance Task: Write a Short Story (Elements of Short Stories Take a Closer Look at the Assignment) pp. 678-679</p>
	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>SE/TE: Civil Peace (Composition) p. 308 The Golden Touch from King Midas (Timed Writing) p. 383 Poetry Collection (Timed Writing) p. 715</p>

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	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>SE/TE: Lessons of Dr. Martin Luther King, Jr. (Composition) p. 99 The Voyage of the <i>James Caird</i> The <i>Endurance</i> and the <i>James Caird</i> in Images (Timed Writing) p. 223 The Thrill of the Chase My Possessions, Myself (Timed Writing) p. 405</p>
	<p>Strand: Writing Standards Cluster 4: Range of Writing</p> <p>LAFS.910.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write a Formal Research Report pp. 50-61 Performance Task: Test Practice (Timed Writing: Expository Essay) pp. 62-63 Performance Task: Write an Expository Essay pp. 316-325</p>

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ELA.10.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.10.C.2.1 Present information orally, with a logical organization and coherent focus, with credible evidence, creating a clear perspective.</p> <p>Benchmark 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. A clear perspective is the through-line that unites the elements of the presentation. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TE: Performance Task (Deliver a Multimedia Presentation) pp. 260–261 In La Rinconada, Peru, Searching for Beauty in Ugliness (Oral Report) p. 343 Performance Task (Present an Oral Response to Literature) pp. 760–761 Performance Task (Deliver a Podcast) pp. 112–113 The Moral Logic of Survivor Guilt (Pep Talk) p. 179 The Value of a Sherpa Life (Digital Presentation) p. 245</p>

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ELA.10.C.3 Following Conventions		
Conventions		
<p>ELA.10.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Use knowledge of usage rules to create flow in writing and presenting. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</p>	<p>SE/TE:</p> <p>Performance Task: Write an Argumentative Essay (Run-Ons and Comma Splices Capitalization: Proper Nouns Punctuation: Colons and Semicolons) pp. 192–193</p> <p>Performance Task: Write an Expository Essay (Active and Passive Voice Spelling: Prefixes of Negation Punctuation: Conjunctive Adverbs) pp. 324–325</p> <p>Performance Task: Write a Short Story (Sentence Fragments Spelling: Contractions Punctuation: Commas with Phrases and Clauses) pp. 686–687</p> <p>"I Have a Dream" (Parallel Constructions) p. 25</p> <p>Letter From Birmingham Jail (Relative Clauses) p. 47</p> <p>The Country of the Blind (Subject-Verb Agreement) p. 742</p> <p>from Life of Pi (Participial and Absolute Phrases) p. 236</p> <p>The Moral Logic of Survivor Guilt (Punctuation) p. 177</p> <p>Oedipus the King, Part II (Spelling Patterns: The <i>f</i> Sound) p. 674</p>

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(Continued)	<p>(Continued)</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p>Strand: Language Standards Cluster 2: Knowledge of Language</p> <p>LAFS.910.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	(Continued)

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ELA.10.C.4 Researching		
Researching and Using Information		
<p>10.C.4.1 Conduct research to answer a question, refining the scope of the question to align with findings, and synthesizing information from multiple reliable and valid sources.</p> <p>Benchmark 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>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Performance Task: Write a Formal Research Report (Planning and Prewriting Drafting) pp. 52–55, 56 The Tempest, Act V (Research an Archetype) p. 522 The Necklace (Research to Answer a Question) p. 290 The Seventh Man (Develop Research Questions) p. 162 The Value of a Sherpa Life (Digital Presentation) p. 245 In La Rinconada, Peru, Searching for Beauty in Ugliness (Oral Report) p. 343</p>

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ELA.10.C.5 Creating and Collaborating		
Multimedia		
<p>10.C.5.1 Create digital presentations to improve understanding of findings, reasoning, and evidence.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> The presentation may be delivered live or delivered as a stand-alone digital experience.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: Performance Task (Deliver a Multimedia Presentation) pp. 260–261 View from the Empire State Building (Digital Presentation) p. 701 Fit for a King: Treasures of Tutankhamun (Photojournalism: Create a Digital Presentation) p. 315 The Value of a Sherpa Life (Digital Presentation) p. 245 The Many Lives of Hazel Bryan (Digital Presentation) p. 111</p>
Technology in Communication		
<p>10.C.5.2 Use online collaborative platforms to create and export publication-ready quality writing tailored to a specific audience, integrating multimedia elements.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE/TE: Performance Task: Write an Argumentative Essay (Planning and Prewriting: Specific Audience Revising: Peer Review Publishing and Presenting) pp. 186, 190, 193 Performance Task: Deliver a Multimedia Presentation (Assignment Tip: Collaborative Platforms) p. 260 Performance Task: Write a Short Story (Planning and Prewriting: Specific Audiences Revising: Peer Review) pp. 680, 684 Performance Task: Write a Literary Analysis (Planning and Prewriting: Specific Audiences Revising: Peer Review Publishing and Presenting) pp. 540, 544, 547</p>

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STANDARDS FOR SPEAKING AND LISTENING: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: The Value of a Sherpa Life (Speaking and Listening) p. 245 In La Rincondada, Peru, Searching for Beauty in Ugliness (Research) p. 343 View From the Empire State Building (Research) p. 701</p>
	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SE/TE: “I Have a Dream” (Literary/Text Elements) p. 23 Lessons of Dr. Martin Luther King, Jr. (Literary/Text Elements) p. 97 Let South Africa Show the World How to Forgive (Literary/Text Elements) p. 593</p>

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Vocabulary		
ELA.10.V.1 Finding Meaning		
Academic Vocabulary		
<p>10.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Benchmark 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>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.910.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Introduction (Academic Vocabulary) p. 5 Peer-Group Learning (Respond to the Texts) p. 693 Performance Task: Write an Argument Literary Analysis (Revising: Language and Style) pp. 58, 59 Unit Introduction (Academic Vocabulary) p. 125 Unit Introduction (Academic Vocabulary) p. 273 Unit Introduction (Academic Vocabulary) p. 419 Unit Introduction (Academic Vocabulary) p. 609</p>

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<p>Morphology</p> <p>10.V.1.2 Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Etymology refers to the study of word origins and the ways that words have changed over time. <i>Clarification 2:</i> Derivation refers to making new words from an existing word by adding affixes.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>SE/TE:</p> <p>Let South Africa Show the World How to Forgive (Word Study: Foreign Words and Phrases in English) p. 592</p> <p>Señor Noboa (Word Study: Etymology: Words from Myths) p. 72</p> <p>Oedipus the King, Part II (TE: Vocabulary Development) p. 664</p> <p>The Tempest, Act V (Word Study: Latin Root: <i>-pen-</i>) p. 524</p> <p>The Tempest, Act III (Word Study: Etymology: Foreign Words and Phrases) p. 493</p> <p>The Tempest, Act IV (Word Study: Etymology: Words from Sailing) p. 507</p> <p>Letter From Birmingham Jail (Word Study: Latin Root: <i>-plac-</i>) p. 46</p> <p>The Moral Logic of Survivor Guilt (Word Study: Greek Root: <i>-path-</i>) p. 176</p> <p>The Tempest, Act I (TE: Expert's Perspective) p. 455</p>

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Context and Connotation		
<p>10.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p> <p>Benchmark 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.10.R.3.1 and Secondary Figurative Language.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Understanding Forgiveness (Context Clues: Denotative, Connotative, and Figurative Meanings) p. 566 The Many Lives of Hazel Bryan (Context Clues: Denotative and Connotative Meanings) p. 100 The Country of the Blind (TE: Vocabulary Development Multiple Meaning Words) p. 726 Through the Tunnel (Concept Vocabulary Word Network Word Study: Denotative and Connotative Meanings) p. 146 Fit for a King: Treasures of Tutankhamun (Use Reference Materials) p. 310 Peer-Group Learning (Use Reference Materials to Determine Meaning) p. 67 View from the Empire State Building (Familiar Word Parts) p. 694 Poetry Collection (Familiar Word Parts) p. 246 The Country of the Blind (Base Words) p. 716</p>

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(Continued)	(Continued) Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	(Continued)
K12 ELA Expectations		
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.	Strand: Reading Informational Text Cluster 1: Key Ideas and Details LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: Peer-Group Learning (Respond to the Texts: Use Text Evidence; Develop Your Own Insights) p. 199 Understanding Forgiveness (Build Insight) p. 571 The Thrill of the Chase / My Possessions, Myself (Short Response) p. 405 from King Midas (Build Insight) p. 378 Performance Task: Write a Formal Report (When to Cite Information) p. 57

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<p>(Continued) 2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>4-5 Students continue with previous skills and reference comments made by speakers and peers. Students cite texts that they've directly quoted, paraphrased, or used for information. When writing, students will use the form of citation dictated by the instructor or the style guide referenced by the instructor.</p> <p>6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>	<p>(Continued)</p>	<p>(Continued)</p>

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<p>ELA.K12.EE.2.1 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>Strand: Reading Literature Cluster 4: Range of Reading and Level of Text Complexity</p> <p>LAFS.910.RL.4.10 By the end of grade 9 read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>Strand: Reading Informational Text Cluster 4: Range of Reading and Level of Text Complexity</p> <p>LAFS.910.RI.4.10 By the end of grade 9 read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>SE/TE: Poetry Collection (Create Mental Images) p. 76 The Necklace (Make Connections) p. 280 The Tempest, Act IV (Generate Questions) p. 496 The Voyage of the <i>James Caird</i> (Monitor Comprehension) p. 200 Civil Peace (Establish a Purpose for Reading) p. 296 Poetry Collection (Monitor Comprehension) p. 344</p>

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<p>ELA.K12.EE.3.1 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>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Señor Noboa (Make Inferences) p. 68 Oedipus the King, Part II (Make Inferences) p. 652 <i>from Life of Pi</i> (Make Inferences) p. 224 <i>from Life of Pi</i> (Analysis and Discussion) p. 233 Señor Noboa (Analysis and Discussion) p. 71 Poetry Collection (Figurative Language, Mood, and Theme; Practice Item 1) p. 712</p>

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<p>ELA.K12.EE.4.1 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.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: "I think _____ because _____." The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: Poetry Collection 1 (Group Discussion) p. 259 Peer-Group Learning (Collaborate with Your Group) p. 66 The Tempest, Act V (Speaking and Listening: Panel Discussion) p. 527 Peer-Group Learning (Collaborate with Your Group) p. 552 The Country of the Blind (Working as a Group) p. 739 Unit Introduction (Icebreaker: Shop 'Til You Drop?) p. 276</p>

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(Continued)	(Continued) c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	(Continued)
<p>ELA.K12.EE.5.1 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>	No direct alignment to the LAFS.	<p>SE/TE: The Key to Disaster Survival? Friends and Neighbors (Formal Letter: Professional Letter Template) p. 183 Performance Task: Write a Formal Research Report (Use Source Materials Ethically; In-Text Citations) p. 57 Unit Introduction (Icebreaker: Friendly Letter Format) p. 612 Civil Peace (Display Academic Citations) p. 304 Oedipus the King, Part II (Academic Discussion: Draft the Summary) p. 677</p>

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To the Florida English 2 Language Arts CPALMS Course 1001340 B.E.S.T. Standards
and Language Arts Florida Standards**

CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>ELA.K12.EE.6.1 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>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>SE/TE: Poetry Collection (Oral Interpretation: Use Your Voice Appropriately) p. 87 Through the Tunnel / The Seventh Man (Comparison-and-Contrast Essay: Key Concept: Tone and Voice) p. 167 Performance Task: Present an Oral Response to Literature (Rehearse, Revise, and Present) p. 761 The Moral Logic of Survivor Guilt (Encyclopedia Entry) p. 178 The Key to Disaster Survival? Friends and Neighbors (Formal Letter: Plan Your Content) p. 183 Performance Task: Write a Formal Research Report (Revising: Language and Style) pp. 58–59</p>
ELD		
<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.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: Lessons of Dr. Martin Luther King, Jr. (English Language Learners: Use of Language) p. 88B Poetry Collection (English Language Learners: Listening) p. 705 from Life of Pi (English Language Learners: Reading) p. 224 The Value of a Sherpa Life (English Language Learners: Writing) p. 244 Poetry Collection 1 (English Language Learners: Speaking / Listening) p. 255</p>
<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: The Voyage of the James Caird (English Language Learners: Speaking) p. 214 Independent Learning (English Language Learners: Listening) p. 117 The Thrill of the Chase (English Language Learners: Levels of Meaning) p. 384B Poetry Collection 2 (English Language Learners: Listening) p. 579 Unit Introduction (English Language Learners: Speaking) p. 128</p>