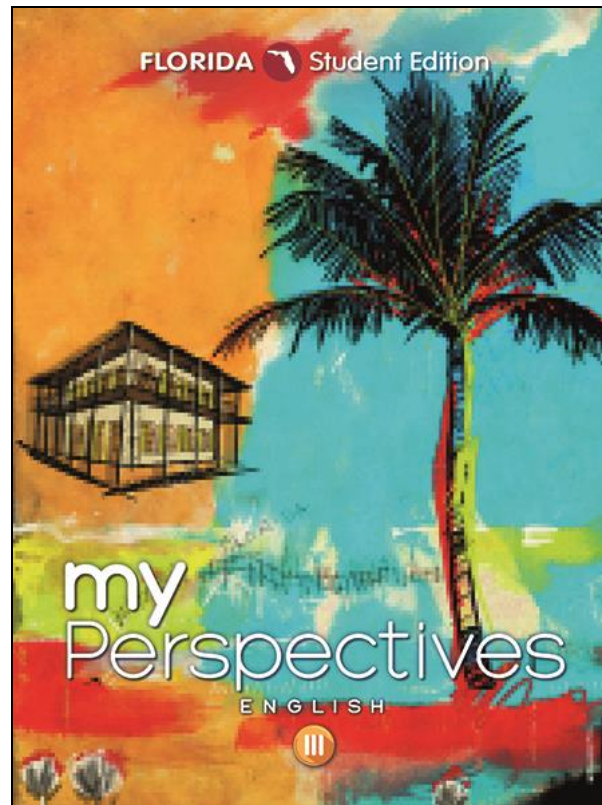


**A Crosswalk Correlation of  
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English Language Arts  
Grade 11, ©2022**



**To  
Florida's B.E.S.T. English 3 Language Arts  
& Language Arts Florida (LAFS) Standards**

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To the Florida English Language Arts 3 CPALMS Course 1001370 B.E.S.T. Standards  
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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Reading</b>		
ELA.11.R.1 Reading Prose and Poetry		
Literary Elements		
<p>ELA.11.R.1.1 Evaluate 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><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p><b>SE/TE:</b>  <b>The Writings of Walt Whitman</b> (Diction &amp; Voice) p. 189  <b>Everyday Use</b> (Character, Plot, and Theme) p. 859  <b>Hiawatha the Unifier</b> (Diction, Syntax, and Tone) p. 27  <b>The Crucible, Act II</b> (Dramatic Elements) p. 696  <b>Introduction from The Way to Rainy Mountain • Poetry Collection 2</b> (Writing to Compare) pp. 602–603  <b>from Walden • from Civil Disobedience</b> (Language and Style) p. 258  <b>The Story of an Hour</b> (Literary Elements: Irony) p. 386  <b>The Poetry of Langston Hughes</b> (Syntax and Mood) p. 400</p>

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(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.	(Continued)	(Continued)
Theme		
<p>ELA.11.R.1.2 Track and analyze universal themes in literary texts from different times and places.</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.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> <b>Poetry Collection 1</b> (Universal Themes Across Time) p. 132 <b>An Occurrence at Owl Creek Bridge • The Jilting of Granny Weatherall</b> (Writing to Compare) pp. 946–947 <b>Hiawatha the Unifier</b> (Myth, Context, and Theme) p. 25 <b>The Leap</b> (Literary Devices and Theme) p. 889 <b>The Crucible, Act I</b> (Setting, Plot, Characterization, and Theme) p. 669 <b>A White Heron</b> (Thematic Development) p. 509</p>

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Perspective and Point of View		
<p>ELA.11.R.1.3 Analyze the author’s choices in using juxtaposition to define character perspective</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Juxtaposition is the technique of putting two or more elements side by side to invite comparison or contrast. <i>Clarification 2:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p>	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RL.2.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p><b>SE/TE:</b> <b>Everyday Use</b> (Character Perspective) p. 861 <b>The Story of an Hour</b> (Aspects of Setting; Key Concept: Character's Perspective) p. 385 <b>The Jilting of Granny Weatherall</b> (Narrative Structure) p. 944 <b>The Notorious Jumping Frog of Calaveras County</b> (Literary Elements and Plot   Key Concept: Juxtaposition) p. 489 <b>An Occurrence at Owl Creek Bridge</b> (Text Structure and Purpose) p. 930</p>

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Poetry		
<p>ELA.11.R.1.4 Analyze ways in which poetry reflects themes and issues of its time period.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Poetry for this benchmark should be selected from one of the following literary periods.</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (130–1600)</li> <li>• Restoration and 18th Century (1660–1790) <i>British Literature</i></li> <li>• Colonial and Early National Period (1600–1830) <i>American Literature</i></li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> <li>• Contemporary Period (1945–present)</li> </ul> <p><i>Clarification 2:</i> For more information, see Literary Periods.</p>	<p>No direct alignment to the LAFS</p>	<p><b>SE/TE:</b>  <b>Extended Study: Project</b> (Literary Analysis Essay) pp. 410–411  <b>Poetry Collection 1</b> (Universal Themes Across Time) p. 132  <b>The Love Song of J. Alfred Prufrock</b> (Key Concept: Poetry in the Twentieth Century) p. 283  <b>Runagate Runagate</b> (Elements of Poetry: Speaker   Key Concept Note: Poetry in its Time Period) p. 796  <b>Poetry Collection 2</b> (Analysis and Discussion) p. 406</p>

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>READING STANDARDS FOR LITERATURE: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RL.2.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>SE/TE:</b>  <b>The Notorious Jumping Frog of Calaveras County</b> (Literary/Text Elements) p. 489  <b>The Crucible, Act I</b> (Literary/Text Elements) p. 668  <b>Antojos</b> (Literary/Text Elements) p. 811</p>
<p>ELA.11.R.2 Reading Informational Text</p>		
<p>Structure</p> <p>ELA.11.R.2.1 Evaluate the structure(s) and features in texts.</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><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p><b>SE/TE:</b>  <b>A Brief History of the Short Story</b> (Structures and Features of Informational Text) p. 915  <b>Declaration of Independence</b> (Structure of an Argument) p. 41  <b>from The United States Constitution: A Graphic Adaptation</b> (Media Vocabulary) p. 104  <b>from America's Constitution: A Biography • from The United States Constitution: A Graphic Adaptation</b> (Compare Structures and Features) p. 112  <b>from Life on the Mississippi</b> (Structure and Author’s Purpose) p. 475  <b>Innovators and Their Inventions</b> (Media Vocabulary: Print and Graphic Features) p. 268</p>

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Central Idea</b>		
<p>ELA.11.R.2.2 Analyze the central idea(s) of speeches and essays from the Classical Period.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Rhetorical Appeals and Rhetorical Devices.</p>	<p><b>Strand: Reading</b> <b>Informational Text</b> <b>Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> <b>Pericles' Funeral Oration</b> (Central Idea: Purpose and Audience) p. 147 <b>Pericles' Funeral Oration</b> (Author's Choices: Structure) p. 148 <b>from On Duties</b> (Central Idea and Author's Purpose) p. 821 <b>from What to the Slave Is the Fourth of July?</b> (Evaluate Details to Determine Central Ideas) p. 324</p>
<b>Purpose and Perspective</b>		
<p>ELA.11.R.2.3 Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>	<p><b>Strand: Reading</b> <b>Informational Text</b> <b>Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p><b>SE/TE:</b> <b>Pericles' Funeral Oration</b> (Central Idea: Purpose and Audience) p. 147 <b>Pericles' Funeral Oration</b> (Author's Choices: Structure) p. 148 <b>from On Duties</b> (Central Idea and Author's Purpose) p. 821 <b>from On Duties</b> (Sentence Variety) p. 822 <b>Second Inaugural Address</b> (Text Structure, Purpose, and Message) p. 349</p>



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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Argument		
<p>ELA.11.R.2.4 Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Validity refers to the soundness of the arguments. <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.</p>	<p><b>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p><b>SE/TE:</b> <b>Declaration of Sentiments • from An Address of Female Suffrage</b> (Writing to Compare) pp. 438–439 <b>Speech in the Convention</b> (Research and Extend: Compare an Opposing Argument) p. 50 <b>from What to the Slave Is the Fourth of July?</b> (Characteristics and Structures of Arguments) p. 331 <b>Speech in the Virginia Convention</b> (Development of Arguments) p. 61 <b>from An Address of Female Suffrage</b> (Structure and Features of Argument) p. 436</p>
<b>READING STANDARDS FOR INFORMATIONAL TEXT: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p><b>SE/TE:</b> <b>Speech in the Virginia Convention</b> (Literary/Text Elements) p. 61 <b>from What to the Slave Is the Fourth of July?</b> (Literary/Text Elements) p. 331 <b>Ain't I a Woman?</b> (Literary/Text Elements) p. 417</p>

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	<p><b>Strand: Reading</b> <b>Informational Text</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p><b>SE/TE:</b> <b>Declaration of Independence</b> (Literary/Text Elements) p. 39 <b>Speech in the Convention   Speech in the Virginia Convention</b> (Writing to Compare) p. 64 <b>Gettysburg Address   Second Inaugural Address</b> (Writing to Compare) p. 352</p>

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ELA.11.R.3 Reading Across Genres		
Interpreting Figurative Language		
<p>ELA.11.R.3.1 Analyze the author’s use of figurative language and explain examples of allegory.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Examples of allegory should be taken from the following periods:</p> <ul style="list-style-type: none"> <li>• Classical Period (1200 BCE–455 CE)</li> <li>• Medieval Period (455 CE–1485 CE)</li> <li>• Renaissance Period (1300–1600)</li> <li>• Restoration and 18th Century (1660–1790) <i>British Literature</i></li> <li>• Colonial and Early National Period (1600–1830) <i>American Literature</i></li> <li>• Romantic Period (1790–1870)</li> <li>• Realism and Naturalism Period (1870–1930)</li> <li>• Modernist Period (1910–1945)</li> </ul> <p><i>Clarification 2:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction.</p>	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p><b>SE/TE:</b> <b>A Wagner Matinée</b> (Figurative Language) p. 298 <b>The Writings of Walt Whitman</b> (Poetic Structures  Key Concept Note: Allegory) p. 187 <b>Poetry Collection 2</b> (Figurative Language) p. 590 <b>The Crucible, Act IV</b> (Literary Devices: Allegory) p.751 <b>Poetry Collection 1</b> (Language and Meaning) p. 570 <b>The Jilting of Granny Weatherall</b> (Figurative Language) p. 945</p>

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(Continued) <i>Clarification 3:</i> See Secondary Figurative Language.	(Continued)	(Continued)
Paraphrasing and Summarizing		
ELA.11.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	<b>SE/TE:</b> <b>Pericles' Funeral Oration</b> (Paraphrase) p. 134 <b>Pericles' Funeral Oration</b> (Speech) p. 149 <b>The Notorious Jumping Frog of Calaveras County</b> (Paraphrase) p. 480 <b>from On Duties</b> (Paraphrase) p. 814 <b>The Crucible, Act II</b> (Build Insight) p. 694
Comparative Reading		
ELA.11.R.3.3 Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.  Benchmark Clarifications: <i>Clarification 1:</i> Contemporaneous authors here refers to authors who are contemporaries of each other writing within any of the following literary periods: • Classical Period (1200 BCE–455 CE) • Medieval Period (455 CE–1485 CE) • Renaissance Period (1300–1600) • Restoration and 18th Century (1660–1790) <i>British Literature</i>	<b>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</b>  LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)  <b>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</b>	<b>SE/TE:</b> <b>Declaration of Sentiments • from An Address of Female Suffrage</b> (Writing to Compare) pp. 438-439 <b>Speech in the Convention • Speech in the Virginia Convention</b> (Writing to Compare) pp. 64–65 <b>Speech in the Virginia Convention</b> (Inquiry and Research: Analyze Reasoning) p. 60 <b>The American Revolution: Political Imagery</b> (Analysis  Media Vocabulary) pp. 71, 72

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued) • Colonial and Early National Period (1600–1830) <i>American Literature</i> • Romantic Period (1790–1870) • Realism and Naturalism Period (1870–1930) • Modernist Period (1910–1945)  <i>Clarification 2:</i> For more information on types of reasoning, see Types of Logical Reasoning.	(Continued) LAFS.1112.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	(Continued)
Understanding Rhetoric		
ELA.11.R.3.4 Evaluate an author’s use of rhetoric in text.  Benchmark Clarifications: <i>Clarification 1:</i> Students will evaluate the appropriateness of appeals and the effectiveness of devices. In this grade level, students are using and responsible for all four appeals; kairos is added at this grade level. <i>Clarification 2:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 11.R.3.1 with the addition of irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton, and chiasmus. <i>Clarification 3:</i> See Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.	<b>Strand: Reading</b> <b>Informational Text</b> <b>Cluster 2: Craft and Structure</b>  LAFS.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<b>SE/TE:</b> <i>from What to the Slave Is the Fourth of July?</i> (Author’s Use of Rhetoric) p. 333 <b>Speech in the Virginia Convention</b> (Persuasive Appeals) p. 63 <b>Declaration of Independence</b> (Rhetorical Appeals) p. 39 <b>A Literature of Place</b> (Diction, Syntax, and Rhetorical Devices) p. 541 <b>Gettysburg Address</b> (Rhetorical Devices) p. 343

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<b>Communication</b>		
ELA.11.C.1 Communication Through Writing		
Narrative Writing		
<p>ELA.11.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>	<p><b>Strand: Writing Standards Cluster 1: Text Types and Purposes</b></p> <p>LAFS.1112.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 and its significance, 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p><b>SE/TE:</b></p> <p><b>Performance Task</b> (Write a Short Story) pp. 892–903</p> <p><b>Performance Task</b> (Write a Personal Narrative) pp. 214–225</p> <p><b>Antojos</b> (Short Story) p. 813</p> <p><b>from Life on the Mississippi</b> (Personal Essay) p. 478</p> <p><b>The Leap</b> (Interior Monologue) p. 890</p> <p><b>The Rockpile</b> (Narrative Point of View   Write) p. 960</p>

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	(Continued)
<b>Argumentative Writing</b>		
<p>ELA.11.C.1.3 Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques. <i>Clarification 2:</i> Appropriate tone is expected to continue from 9th and 10th. Use narrative techniques to strengthen argument writing where appropriate. <i>Clarification 3:</i> These written works will take longer and are meant to reflect thorough research and analysis.</p>	<p><b>Strand: Writing Standards</b> <b>Cluster 1: Text Types and Purposes</b></p> <p>LAFS.1112.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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p><b>SE/TE:</b> <b>Performance Task</b> (Literary Analysis Essay) pp. 756–767 <b>Extended Study: Project</b> (Literary Analysis Essay) pp. 410–411 <b>Hiawatha the Unifier</b> (Literary Analysis) p. 28 <b>from Nature • from Self-Reliance</b> (Analytic Response) p. 243 <b>Performance-Based Assessment</b> (Response to Literature) pp. 830–831</p>

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(Continued)	<p>(Continued)</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax 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.11.C.1.4 Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types.</p>	<p><b>Strand: Writing Standards Cluster 1: Text Types and Purposes</b></p> <p>LAFS.1112.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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>SE/TE:</b>  <b>An Occurrence at Owl Creek Bridge • The Jilting of Granny Weatherall</b> (Writing to Compare) pp. 946–947  <b>Gettysburg Address • Second Inaugural Address</b> (Writing to Compare) pp. 352–353  <b>Speech in the Convention • Speech in the Virginia Convention</b> (Writing to Compare) pp. 64–65  <b>Performance-Based Assessment</b> (Expository Essay) pp. 446–447  <b>Everything Stuck to Him</b> (Response to Literature) p. 876  <b>from Dust Tracks on a Road</b> (Rhetorical Analysis) p. 561  <b>Extended Study: Project</b> (Analytical Essay) pp. 580–581</p>

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(Continued)	(Continued) 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.11.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.1112.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 11–12 on page 54.)</p>	<p><b>SE/TE:</b>  <b>Performance Task: Write a Personal Narrative</b> (Planning and Prewriting: Discuss  Revising: Peer Review   Editing: Editing Tips) pp. 216, 222, 225  <b>Performance Task: Write a Literary Analysis Essay (TE: Quick Conference)</b> pp. 757, 759, 760, 762, 765  <b>A White Heron</b> (Key Concept: Improving Writing) p. 511  <b>Antojos</b> (Revise with Peer Feedback) p. 813  <b>Performance Task: Write an Argumentative Essay</b> (Planning and Prewriting: Discuss  Revising: Peer Review) pp. 76, 82  <b>The Leap</b> (Research Report  Tip) p. 891</p>

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<b>WRITING STANDARDS: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.1112.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><b>SE/TE:</b>  <b>Performance Task: Write an Argumentative Essay</b> (Elements of Argumentative Essays   Take a Closer Look at the Assignment) pp. 74-75  <b>Performance Task: Write a Personal Narrative</b> (Elements of Personal Narratives   Take a Closer Look at the Assignment) pp. 214-215  <b>Performance Task: Write a Formal Research Report</b> (Elements of Research Writing   Take a Closer Look at the Assignment) pp. 362-363</p>
	<p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p><b>SE/TE:</b>  <b>Hiawatha the Unifier</b> (Composition) p. 28  <b>The Notorious Jumping Frog of Calaveras County</b> (Composition) p. 492  <b>A White Heron</b> (Composition) p. 512</p>

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	<p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p><b>SE/TE:</b>  <i>from Nature   from Self-Reliance</i> (Composition) p. 243  <i>Declaration of Sentiments   from An Address of Female Suffrage</i> (Writing to Compare) p. 438  <i>from Dust Tracks on a Road</i> (Composition) p. 561</p>
	<p><b>Strand: Writing Standards Cluster 4: Range of Writing</b></p> <p>LAFS.1112.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><b>SE/TE:</b>  <i>from Emily Dickinson</i> (Timed Writing) p. 213  <b>Performance Task: Write a Formal Research Report</b> pp. 362-373  <b>Performance Task: Write an Expository Essay</b> pp. 514-525</p>

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ELA.11.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.11.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence, while employing effective rhetorical devices where appropriate.</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: appropriate volume, pronunciation, and pacing. This benchmark introduces rhetorical devices to the benchmark, building on what students have learned in R.3.2 and giving them a chance to apply it. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>	<p><b>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><b>SE/TE:</b>  <b>Performance Task</b> (Deliver a Formal Presentation) pp. 440–441  <b>The Poetry of Langston Hughes</b> (Formal Oral Presentation) p. 401  <b>Performance Task</b> (Deliver an Inspirational Speech) pp. 150–151  <b>The American Revolution: Political Imagery</b> (Political Infomercial) p. 73  <b>Performance Task</b> (Give and Follow Instructions) pp. 604–605  <b>Innovators and Their Inventions</b> (Formal Presentation) p. 273  <b>A Brief History of the Short Story</b> (Group Discussion) p. 917</p>

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ELA.11.C.3 Following Conventions		
Conventions		
<p>ELA.11.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"> <li>• Use knowledge of usage rules to create flow in writing and presenting.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>	<p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions. b. Spell correctly.</p>	<p><b>SE/TE:</b> <b>Performance Task: Write an Argumentative Essay</b> (Editing: Subject-Verb Agreement   Usage: Commonly Confused Words   Punctuation: Semicolons) pp. 84–85 <b>Performance Task: Write an Expository Essay</b> (Editing: Syntax: Sentence Structure   Spelling: Prefixes of Negation   Punctuation: Conjunctive Adverbs) pp. 524–525 <b>Performance Task: Write an Argument: Literary Analysis</b> (Editing: Consistent Verb Tense   Capitalization: Titles of Literary Works   Punctuation: Dashes and Parentheses) pp. 766–767 <b>Declaration of Sentiments</b> (Types of Clauses) p. 427 <b>A Brief History of the Short Story</b> (Active and Passive Voice) p. 916 <b>from The Interesting Narrative of the Life of Olaudah Equiano</b> (Subject-Verb Agreement) p. 122 <b>Performance-Based Assessment</b> (Writing and Language) p. 970 <b>The Jilting of Granny Weatherall</b> (Word Study: Spelling Patterns: dis- and dys-) p. 943</p>
<b>LANGUAGE STANDARDS: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p><b>SE/TE:</b> <b>Declaration of Independence</b> (Composition) p. 42 <b>from The Interesting Narrative of the Life of Olaudah Equiano</b> (TE: Vocabulary Development) p. 116 <b>The Crucible, Act IV</b> (Word Study) p. 750</p>

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	<p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p><b>SE/TE:</b>  <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> (TE: Vocabulary Development) p. 116  <i>from An Address of Female Suffrage</i> (Concept Vocabulary   Comprehension Strategy) p. 428  <i>Runagate Runagate</i> (Concept Vocabulary) p. 788</p>
	<p><b>Strand: Language Standards Cluster 2: Knowledge of Language</b></p> <p>LAFS.1112.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. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p><b>SE/TE:</b>  <i>Hiawatha the Unifier</i> (Author's Craft) p. 27  <i>The Poetry of Langston Hughes</i> (Author's Craft) p. 400  <b>Performance Task: Write an Expository Essay</b> (Focus on Sentences) p. 524</p>

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ELA.11.C.4 Researching		
Researching and Using Information		
<p>ELA.11.C.4.1 Conduct literary research to answer a question, refining the scope of the question to align with interpretations of texts, and synthesizing information from primary and secondary sources.</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><b>Strand: Reading</b> <b>Informational Text</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Strand: Writing Standards</b> <b>Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.1112.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><b>SE/TE:</b> <b>Performance Task</b> (Write a Formal Research Report) pp. 362–373 <b>Poetry Collection 1</b> (Research Report) p. 573 <b>Hiawatha the Unifier</b> (Research Plan   Develop and Modify Your Research Question) p. 29 <b>Everything Stuck to Him</b> (Synthesize Information) p. 872 <b>Transcendentalist Extended Study: Project</b> (Writing to Synthesize) pp. 266-267 <b>The Writings of Walt Whitman</b> (Informal Inquiry) p. 186</p>



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(Continued)	(Continued) LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	(Continued)
ELA.11.C.5 Creating and Collaborating		
Multimedia		
<p>ELA.11.C.5.1 Create digital presentations to improve the experience of the audience.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> At this grade level, students are using multiple elements. The presentation may be delivered live or delivered as a stand-alone digital experience. The elements should be of different types. The elements should relate directly to the presentation and be incorporated in a way that engages the audience.</p>	<p><b>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.1112.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><b>SE/TE:</b> <b>The American Revolution: Political Imagery</b> (Political Infomercial) p. 73 <b>from Farewell to Manzanar</b> (Multimedia Digital Presentation) p. 787 <b>The Love Song of J. Alfred Prufrock</b> (Formal Digital Presentation) p. 285 <b>Perspectives on Lincoln</b> (Digital Presentation) p. 361 <b>The Rockpile</b> (Podcast Drama) p. 961</p>

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<b>STANDARDS FOR SPEAKING AND LISTENING: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p><b>SE/TE:</b>  <b>Performance Task: Argumentative Essay</b> (Evaluate Sources) p. 81  <b>Performance Task: Write a Formal Research Report</b> (Examine Sources) p. 366  <b>Performance Task: Write an Expository Essay</b> (Examine Sources) p. 519</p>
	<p><b>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.1112.SL.1.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>SE/TE:</b>  <b>Speech in the Convention</b> (Literary/Text Elements) p. 51  <b>Speech in the Virginia Convention</b> (Literary/Text Elements) p. 61  <b>Ain't I a Woman?</b> (Literary/Text Elements) p. 417</p>

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Technology in Communication		
<p>ELA.11.C.5.2 Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p>	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p><b>SE/TE:</b> <i>from Farewell to Manzanar</i> (Multimedia Digital Presentation) p. 787 <i>from What to the Slave Is the Fourth of July?</i> (Research Report) p. 334 <b>Performance Task: Write a Formal Research Report</b> (Publishing and Presenting: Integrate Media   Share Online) p. 373 <b>Performance Task: Write an Expository Essay</b> (Publishing and Presenting: Integrate Media   Share Online) p. 525 <b>Performance Task: Write a Literary Analysis</b> (Publishing and Presenting: Integrate Media   Share Online) p. 767 <b>Performance Task: Write a Short Story</b> (Publishing and Presenting: Integrate Media   Share Online) p. 903</p>
<b>Vocabulary</b>		
ELA.11.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.11.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><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.1112.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><b>SE/TE:</b> <b>Unit Introduction</b> (Academic Vocabulary: Argument) p. 5 <b>Peer-Group Learning</b> (Respond to Texts: Use Content and Academic Vocabulary) p. 379 <b>Everything Stuck to Him</b> (Partner Discussion) p. 877 <b>Performance Task: Write a Formal Research Report</b> (Revising: Diction   Revision Guide: Language and Style) pp. 370–371 <b>Unit Introduction</b> (Academic Vocabulary: Expository Text) p. 453 <b>A White Heron</b> (Two Sides Discussion: Use Content and Academic Vocabulary) p. 513 <b>Gettysburg Address • Second Inaugural Address</b> (Writing to Compare: Rhetorical Analysis   <b>TE:</b> Focus on Tone and Voice) p. 353 <b>Performance-Based Assessment</b> (Use New Vocabulary) p. 611</p>

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Morphology		
<p>ELA.11.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><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 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., conceive, conception, conceivable).</p>	<p><b>SE/TE:</b>  <b>Hiawatha the Unifier</b> (Word Study: Latin Prefix: <i>com-</i> or <i>con-</i>) p. 26  <b>Declaration of Independence</b> (Word Study: Latin Root: <i>-rect-</i>) p. 40  <b>The Love Song of J. Alfred Prufrock</b> (Word Study: Latin Prefixes: <i>di-/dis-</i>) p. 282  <b>Poetry Collection 2</b> (Word Study: Etymology: Old English Word Origins) p. 407  <b>Poetry Collection 2</b> (Word Study: Etymology) p. 589  <b>The Poetry of Emily Dickinson</b> (Word Study: Word Derivations) p. 204  <b>from On Duties</b> (Word Study: Latin Root Word: <i>domus</i>) p. 820  <b>Speech in the Virginia Convention</b> (Word Study: Words from Mythology) p. 62</p>

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Context and Connotation		
<p>ELA.11.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</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.11.R.3.1 and Secondary Figurative Language.</p>	<p><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 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, its etymology, or its standard usage.</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><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p>	<p><b>SE/TE:</b>  <b>The Notorious Jumping Frog of Calaveras County</b> (Word Study: Denotation and Connotation) p. 490  <b>Poetry Collection 1</b> (Context Clues) p. 124  <b>Poetry Collection 1</b> (Context Clues) p. 562  <b>You Got a Song, Man</b> (Word Study: Nuanced Meanings) p. 264  <b>The Poetry of Langston Hughes</b> (Context Clues and Figurative Language) p. 390  <b>A Brief History of the Short Story</b> (Context Clues from Word Relationships) p. 910  <b>from Dust Tracks on a Road</b> (Author’s Use of Language: Idioms   Key Concept: Idioms) p. 560  <b>Poetry Collection 1</b> (Word Study: Multiple Meanings) p. 130  <b>The Jilting of Granny Weatherall</b> (Familiar Word Parts) p. 932  <b>The Story of an Hour</b> (Word Study: Denotation and Connotation) p. 384  <b>Runagate Runagate</b> (Use Reference Materials) p. 788</p>

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(Continued)	(Continued) LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	(Continued)
<b>K-12 ELA Expectations</b>		
<p>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p>	<p><b>SE/TE:</b> <b>Peer-Group Learning</b> (Use Text Evidence) p. 91 <b>Performance Task: Write an Argumentative Essay</b> (Structure Your Argument: Make a Plan) p. 77 <b>Performance Task: Write a Literary Analysis</b> (Gather Support   Use Effective Elaborative Techniques) p. 761 <b>The Poetry of Emily Dickinson • from Emily Dickinson</b> (Multiple Choice   Short Response   Timed Writing) pp. 212–213 <b>Declaration of Sentiments</b> (Build Insight) p. 424 <b>Peer-Group Learning</b> (Use Text Evidence) p. 773</p>

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<p>(Continued) 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) LAFS.1112.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, including determining where the text leaves matters uncertain.</p>	<p>(Continued)</p>

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<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p> <p><b>Clarifications:</b> See Text Complexity for grade-level complexity bands and a text complexity rubric.</p>	<p><b>Strand: Reading Literature Cluster 4: Range of Reading and Level of Text Complexity</b></p> <p>LAFS.1112.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p><b>Strand: Reading Informational Text Cluster 4: Range of Reading and Level of Text Complexity</b></p> <p>LAFS.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> <b>Peer-Group Learning</b> (Respond to the Texts) p. 91 <b>What to the Slave Is the Fourth of July?</b> (Comprehension Strategy: Evaluate Details to Determine Central Ideas) p. 324 <b>from On Duties</b> (Comprehension Strategy: Paraphrase) p. 814 <b>Ain't I a Woman?</b> (Comprehension Strategy: Establish a Purpose for Reading) p. 412 <b>The American Revolution: Political Imagery</b> (Comprehension Strategy: Synthesize Information) p. 66 <b>The Poetry of Langston Hughes</b> (Comprehension Strategy: Monitor Comprehension) p. 390 <b>The Writings of Walt Whitman</b> (Comprehension Strategy: Create Mental Images) p. 174</p>



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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p> <p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p> <p>LAFS.1112.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, including determining where the text leaves matters uncertain.</p>	<p><b>SE/TE:</b> <b>Introduction from The Way to Rainy Mountain</b> (Comprehension Strategy: Make Inferences) p. 592 <b>Introduction from The Way to Rainy Mountain</b> (Build Insight) p. 598 <b>from The Interesting Narrative of the Life of Olaudah Equiano</b> (Comprehension Strategy: Make Inferences) p. 114 <b>Everyday Use</b> (Comprehension Strategy: Make Inferences) p. 848 <b>A Wagner Matinée</b> (Comprehension Strategy: Make Inferences) p. 286 <b>The Jilting of Granny Weatherall</b> (Comprehension Strategy: Make Inferences) p. 932</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><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>	<p><b>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.1112.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 11–12 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 promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><b>SE/TE:</b> <b>Peer-Group Learning</b> (Collaborate with Your Group   Respond to the Texts) pp. 908–909 <b>Performance Task: Conduct a Panel Discussion</b> (Plan with Your Group   Conduct the Discussion) pp. 300–301 <b>Peer-Group Learning</b> (Collaborate with Your Group) p. 230 <b>Performance Task: Present an Advertisement</b> (Present, Analyze, and Discuss) p. 825 <b>Peer-Group Learning</b> (Collaborate with Your Group) p. 772 <b>A White Heron</b> (Two-Sides Discussion) p. 513 <b>Everyday Use</b> (Partner Discussion) p. 863</p>

SE = Student Edition

TE = Teacher Edition

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(Continued)	(Continued) c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	(Continued)

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<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>	<p>No direct alignment to the LAFS</p>	<p><b>SE/TE:</b> <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> (Professional Correspondence) p. 123 <b>Performance Task: Write a Formal Research Report</b> (Editing: Rules for Proper Citation) p. 373 <b>Gettysburg Address</b> (Inquiry and Research: Citations) p. 340 <b>A Wagner Matinée</b> (Formal Letter) p. 299 <b>Performance Task: Write a Formal Research Report</b> (Key Concept: In-Text Citations   Write) p. 369 <b>The Poetry of Emily Dickinson</b> (Friendly Letter) p. 206 <b>Everyday Use</b> (Letter of Recommendation) p. 862</p>
<p>ELA. K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>	<p><b>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p><b>SE/TE:</b> <i>from What to the Slave Is the Fourth of July?</i> (Dramatic Reading) p. 335 <i>from Life on the Mississippi • The Notorious Jumping Frog of Calaveras County</i> (Extended Study: Project   Use an Appropriate Voice and Tone) pp. 494–495 <b>Peer-Group Learning</b> (Respond with Appropriate Voice and Tone) p. 909 <b>Everyday Use</b> (Partner Discussion) p. 863 <b>Gettysburg Address • Second Inaugural Address</b> (Compare Within Genre: Focus on Tone and Voice   Key Concept: Academic Voice) p. 353 <b>A Brief History of the Short Story</b> (Group Discussion: Participate in the Discussion   Key Concept: Effective Vocabulary and Voice) p. 917</p>

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<b>ELD</b>		
ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	No direct alignment to the LAFS	<b>TE:</b> <b>Unit Introduction</b> (English Language Learners: Reading / Writing) p. 5 <b>The Love Song of J. Alfred Prufrock</b> (English Language Learners: Speaking) p. 285 <b>Unit Introduction</b> (English Language Learners: Writing) p. 456 <b>The Crucible, Act I</b> (English Language Learners: Reading) p. 636 <b>The Crucible, Act IV</b> (English Language Learners: Writing / Listening) p. 730 <b>Declaration of Sentiments</b> (English Language Learners: Reading) p. 425 <b>The Notorious Jumping Frog of Calaveras County</b> (English Language Learners: Speaking) p. 500 <b>Selection Overview: A Literature of Place</b> (English Language Learners: Vocabulary) p. 532B
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	No direct alignment to the LAFS	<b>TE:</b> <b>Independent Learning</b> (English Language Learners: Listening) p. 445 <b>Unit Introduction: Icebreaker</b> (English Language Learners: Listening / Speaking) p. 8 <b>Declaration of Independence</b> (English Language Learners: Listening) p. 43 <b>from America's Constitution: A Biography</b> (English Language Learners: Speaking) p. 99 <b>from Emily Dickinson</b> (English Language Learners: Listening) p. 210 <b>from Walden • from Civil Disobedience</b> (English Language Learners: Speaking / Listening) p. 259 <b>Selection Overview: from On Duties</b> (English Language Learners: Speaking and Listening) p. 814B