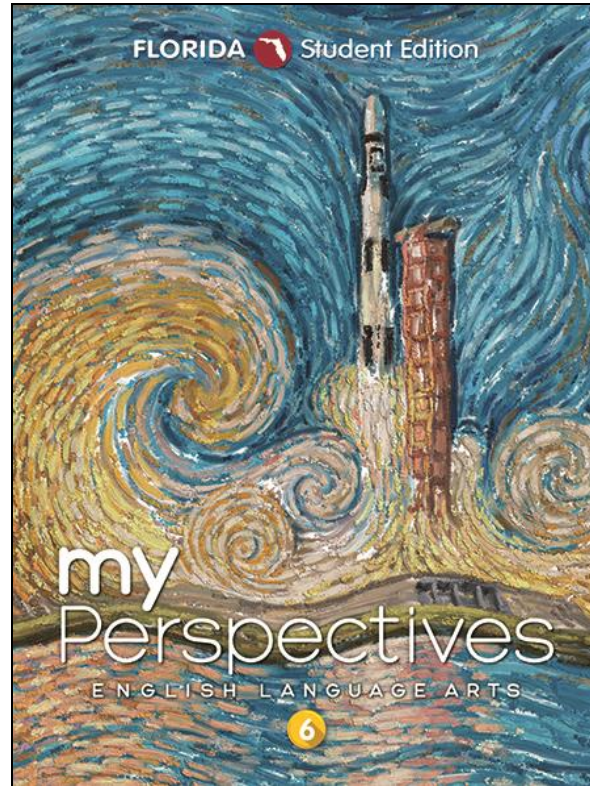


**A Crosswalk Correlation of
myPerspectives Florida
English Language Arts
Grade 6, ©2022**



**To
Florida's B.E.S.T. English Language Arts
& Language Arts 1 Florida (LAFS) Standards**

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CPALMS Course 1001010 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Reading		
ELA.6.R.1 Reading Prose and Poetry		
Literary Elements		
ELA.6.R.1.1 Analyze how the interaction between characters contributes to the development of a plot in a literary text.	Strand: Reading Literature Cluster 1: Key Ideas and Details LAFS.6.RL.1.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	SE/TE: The King of Mazy May (Character Interactions, Plot, and Conflict) p. 581 The Phantom Tollbooth, Act I (Character Development and Plot) p. 391 from The Misadventures of Don Quixote (Character and Plot) p. 453 from Sacajawea (Historical and Cultural Setting) p. 594 The King of Mazy May (Elements of Plot) pp. 568–569
Theme		
ELA.6.R.1.2 Analyze the development of stated or implied theme(s) throughout a literary text. Benchmark Clarifications: <i>Clarification 1:</i> For the purposes of this benchmark, theme is not a one- or two-word topic, but a complete thought that communicates the author's message. See Theme in Glossary.	Strand: Reading Literature Cluster 1: Key Ideas and Details LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Strand: Reading Literature Cluster 2: Craft and Structure LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	SE/TE: Feathered Friend (Multiple Themes) p. 259 Feathered Friend (Multiple Themes) p. 251 The Fun They Had (Multiple Themes) p. 334 The Tale of the Hummingbird (Multiple Themes) p. 209 If Apollo 11 Had Failed • The Soldier (Central Idea and Theme Across Genres) p. 523 If Apollo 11 Had Failed • The Soldier (Central Idea and Theme Across Genres) p. 531

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<p>(Continued) <i>Clarification 2:</i> Students should be introduced to the concept of universal themes, although mastery isn't expected until 9th grade. A universal theme is an idea that applies to anyone, anywhere, regardless of cultural differences. Examples include but are not limited to an individual's or a community's confrontation with nature; an individual's struggle toward understanding, awareness, and/or spiritual enlightenment; the tension between the ideal and the real; the conflict between human beings and advancements in technology/science; the impact of the past on the present; the inevitability of fate; the struggle for equality; and the loss of innocence. <i>Clarification 3:</i> Where the development of multiple themes is being analyzed, the themes may come from the same or multiple literary texts.</p>		

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Perspective and Point of View		
<p>ELA.6.R.1.3 Explain the influence of multiple narrators and/or shifts in point of view in a literary text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> When referring to the person of the narrator, the term “point of view” is used. Students focused on perspective in fifth grade, so they should differentiate between point of view and perspective when working on this benchmark.</p>	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>SE/TE: <i>from The Misadventures of Don Quixote</i> (Narrator and Point of View) p. 445 <i>from Spoon River Anthology</i> (Speaker in Poetry) p. 45 <i>from Spoon River Anthology</i> (Speaker in Poetry) p. 53 <i>from Lewis & Clark</i> (Make Connections) p. 596 The Sound of Summer Running (TE: Perspective vs. Point of View) p. 109</p>
Poetry		
<p>ELA.6.R.1.4 Describe the impact of various poetic forms on meaning and style.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Poetic forms used for this benchmark are sonnet and villanelle. See Appendix B for examples.</p>	<p>No direct alignment to the LAFS.</p>	<p>SE/TE: Poetry Collection 1 (Poetic Forms and Meaning) p. 205 Jabberwocky • The Mock Turtle's Song (Structures in Poetry: Meter) pp. 456–457 <i>from Spoon River Anthology</i> (Poetry Reading) p. 57 Poetry Collection 1 (Poetic Forms and Meaning) pp. 198–199 Jabberwocky The Mock Turtle's Song (Read Poetry: Poetic Forms) p. 459 <i>from Brown Girl Dreaming</i> (Text Structure and Meaning) p. 25</p>

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CPALMS Course 1001010 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
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.6.RL.3.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p>	<p>SE/TE: The Phantom Tollbooth, Act II (TE: Digital Perspectives) p. 399 The Mock Turtle’s Song (TE: Digital Perspectives) p. 462</p>
<p>ELA.6.R.2 Reading Informational Text Structure</p>		
<p>ELA.6.R.2.1 Explain how individual text sections and/or features convey meaning in texts.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.6.RI.2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p>	<p>SE/TE: So What Is a Primate? (Text Features: Introductions and Acknowledgements) p. 181 Ada and the Thinking Machines (Text and Graphic Features) p. 565 The Biometric Body (References in Informational Writing) p. 275 Ada and the Thinking Machines (Text and Graphic Features) p. 557 from Brown Girl Dreaming (Text Structure and Meaning) p. 25</p>

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Central Ideas		
<p>ELA.6.R.2.2 Analyze the central idea(s), implied or explicit, and its development throughout a text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Various types of support could include an author's use of facts, definitions, concrete details, and/or quotations to develop the central idea(s) in a text.</p>	<p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>SE/TE: <i>from Bad Boy</i> (Central Idea and Supporting Evidence) p. 73 <i>from Bad Boy</i> (Central Idea and Supporting Evidence) p. 79 How Smart are Animals? (Central Idea and Supporting Evidence) p. 171 Black Cowboy, Wild Horses (Author's Purpose and Central Idea) p. 219 <i>from A Long Way Home</i> (Central Idea and Evidence) pp. 500–501 <i>from A Long Way Home</i> (Central Idea and Evidence) p. 517 The Biometric Body (Central Idea and Claim) p. 265 Black Cowboy, Wild Horses (Author's Purpose and Central Idea) p. 227</p>
Purpose and Perspective		
<p>ELA.6.R.2.3 Analyze authors' purpose(s) in multiple accounts of the same event or topic.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.6.RI.2.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>SE/TE: How Smart Are Animals? So What Is a Primate? (Purpose and Organization) p. 157 The Biometric Body Biometrics Are Not Better (Central Idea and Claim) p. 265 The Biometric Body Biometrics Are Not Better (Short Response Timed Writing) p. 285 <i>from Sacajawea from Lewis and Clark</i> (Short Response Timed Writing) p. 605 How Smart Are Animals? So What Is a Primate? (Short Response) p. 183</p>

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Argument		
<p>ELA.6.R.2.4 Track the development of an argument, identifying the types of reasoning used.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> For more information on types of reasoning, see Types of Logical Reasoning. <i>Clarification 2:</i> Instruction in types of reasoning will include an introduction to fallacies in reasoning. Fallacies that are related to content, informal fallacies, will be the focus. See Fallacies in Reasoning (Informal).</p>	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Biometrics Are Not Better (Claim and Organization Patterns Types of Logical Reasoning Note) p. 281 from Bad Boy (Argumentative Essay: Evaluate Arguments) p. 81 Black Hole of Technology (Claim, Evidence, and Audience) p. 321 Black Hole of Technology (Claim, Evidence, and Audience) p. 315 Black Hole of Technology (Rhetorical Devices and Logical Fallacies) p. 322 Peer-Group Learning (Rhetorical Appeals and Logical Reasoning) p. 303</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.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>SE/TE: How Smart Are Animals? (Author’s Craft) p. 171 The Biometric Body (Genre/Text Elements) p. 273 The Black Hole of Technology (Genre/Text Elements) p. 321</p>

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	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>SE/TE: <i>from My Life With the Chimpanzees</i> (TE: Digital Perspectives) p. 146 <i>How Smart Are Animals?</i> (TE: Digital Perspectives) p. 161 <i>Biometrics Are Not Better</i> (TE: Digital Perspectives) p. 277</p>
<p>ELA.6.R.3 Reading Across Genres</p>		
<p>Interpreting Figurative Language</p>		
<p>ELA.6.R.3.1 Explain how figurative language contributes to tone and meaning 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, 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</p> <p>LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>	<p>SE/TE: <i>If Apollo 11 Had Failed The Soldier</i> (Figurative Language and Tone) p. 533 <i>Black Cowboy, Wild Horses</i> (Figurative Language) p. 228 <i>from Sacajawea</i> (Figurative Language) p. 595 <i>Jabberwocky The Mock Turtle's Song</i> (Language and Mood) p. 467 <i>Is Our Gain Also Our Loss?</i> (Author's Purpose and Message) p. 305 <i>from My Life with the Chimpanzees</i> (Author's Purpose, Message, and Tone) p. 137 <i>from Spoon River Anthology</i> (TE: Figurative Language: Idiom) p. 50 <i>from Brown Girl Dreaming</i> (Word Study: Onomatopoeia) p. 24</p>

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Paraphrasing and Summarizing		
<p>ELA.6.R.3.2 Paraphrase content from grade-level texts.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Most grade-level texts are appropriate for this benchmark.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>SE/TE: Black Cowboy, Wild Horses (Paraphrase) p. 220 from A Long Way Home (List and Paraphrase) p. 521 Mexico's Abandonment Railways and SEFT-1 (Research Report: Paraphrase, Don't Plagiarize) p. 341 If Apollo 11 Had Failed The Soldier (Paraphrase) p. 524</p>

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Comparative Reading		
<p>ELA.6.R.3.3 Compare and contrast how authors from different time periods address the same or related topics.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Texts for this benchmark should be selected from the following literary periods:</p> <ul style="list-style-type: none"> • 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) • Contemporary Period (1945–present) 	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.6.RL.3.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.6.RI.3.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p>	<p>SE/TE: If Apollo 11 Had Failed The Soldier (Comparing Across Genres) p. 531 If Apollo 11 Had Failed The Soldier (Comparing Across Genres) p. 523 Prince Francis The Sound of Summer Running (Multiple Choice Short Response) pp. 114–115 Peer-Group Learning (Build Understanding) p. 555 Performance Task (Conduct a Debate: Compare Texts and Gather Evidence) pp. 342–343</p>
Understanding Rhetoric		
<p>ELA.6.R.3.4 Identify rhetorical appeals in a text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Students will identify the appeals of logos, ethos, and pathos. <i>Clarification 2:</i> See Rhetorical Appeals</p>	<p>No direct alignment to the LAFS</p>	<p>SE/TE: The Biometric Body (Achieving Purpose: Rhetorical Appeals) p. 273 The Importance of Imagination (Central Idea and Rhetorical Appeals) p. 477 Peer-Group Learning (Rhetorical Appeals and Logical Reasoning) p. 303 from Bad Boy (Argumentative Essay) p. 81 The Black Hole of Technology (Claim, Evidence, and Audience) p. 321 If Apollo Had Failed The Soldier (TE: Rhetorical Appeals) p. 533</p>

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Communication		
ELA.6.C.1 Communication Through Writing		
Narrative Writing		
<p>ELA.6.C.1.2 Write personal or fictional narratives using narrative techniques, precise words and phrases, and figurative language.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques. <i>Clarification 2:</i> Figurative language at this grade level should include any on which students have received instruction in this or previous grades. See Figurative Language Standard.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>SE/TE: Performance Task (Write a Personal Narrative: Drafting: Elaboration I Revising: Revision Guide for Narratives) pp. 58–67 The Sand Castle (Short Story) p. 42 Performance Task (Write a Short Story) pp. 430–439 Performance Task (Present a Short Story: Plan and Write) p. 480 Performance-Based Assessment (Personal Narrative) p. 122</p>

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<p>Argumentative Writing</p> <p>ELA.6.C.1.3 Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, and a logical organizational structure with varied transitions.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>SE/TE:</p> <p>Performance Task (Write an Argumentative Essay) pp. 290–299 <i>from Bad Boy</i> (Argumentative Essay) p. 81 <i>from A Long Way Home</i> (Write an Argumentative Essay) p. 520 Feathered Friend (Argumentative Essay) p. 262 Performance Task (Deliver a Research Presentation) pp. 606-607</p>

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<p>Expository Writing</p> <p>ELA.6.C.1.4 Write expository texts to explain and/or analyze information from multiple sources, using a logical organizational structure, relevant elaboration, and varied transitions.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>SE/TE: Performance Task (Write an Expository Essay) pp. 184–193 Performance Task (Write a Formal Research Paper) pp. 540–551 Performance-Based Assessment (Expository Essay) pp. 236–237 Performance-Based Assessment (Research-Based Essay) pp. 612–613 from My Life with the Chimpanzees (How-to Essay) p. 154 BBC Science Club: All About Exploration (Storyboard) p. 539</p>

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<p>Improving Writing</p> <p>ELA.6.C.1.5 Improve writing by planning, revising, and editing, considering feedback from adults and peers.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.6.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 52.)</p>	<p>SE/TE:</p> <p>Performance Task: Write an Expository Essay (Planning and Prewriting: Structure Your Essay Revising: Peer Review Editing: Focus on Sentences Focus on Spelling and Punctuation) pp. 186–187, 190–193</p> <p>Performance Task: Write a Personal Narrative (TE: Quick Conference) pp. 61, 62, 65, 66</p> <p>Performance-Based Assessment (Revising and Editing) p. 350</p> <p>Performance Task: Write an Argumentative Essay (Planning and Prewriting: Structure Ideas Revising: Peer Review Editing: Focus on Mechanics Focus on Spelling and Punctuation) pp. 292–293; 296–299</p> <p>The Importance of Imagination (Edit Your Essay Share and Revise) p. 479</p>

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ELA.6.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.6.C.2.1 Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, clear pronunciation, and appropriate pacing.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Nonverbal cues appropriate to this grade level are posture, tone, expressive delivery, focus on the audience, and facial expression. Clear pronunciation should be interpreted to mean an understanding and application of phonics rules and sight words as well as care taken in delivery. A student’s speech impediment should not be considered as impeding clear pronunciation. Appropriate pacing is adhering to the pauses dictated by punctuation and speaking at a rate that best facilitates comprehension by the audience. Too fast a pace will lose listeners and too slow can become monotonous. The element will also help students address the nervousness that may make them speak too fast during presentations. <i>Clarification 2:</i> See Secondary Oral Communication Rubric.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SE/TE: Performance Task (Give and Follow Oral Instructions) pp. 230–231 Feathered Friend (Multimedia Presentation) p. 263 Performance Task (Present a Short Story) p. 481 The Phantom Tollbooth, Act II (Speech: Rehearse and Deliver the Speech) p. 429 Performance Task (Conduct a Debate) pp. 342–343 Ada and the Thinking Machines (Speaking and Listening: Oral Instructions) p. 567</p>

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ELA.6.C.3 Following Conventions		
Conventions		
<p>ELA.6.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"> • Use verbals including gerunds, infinitives, and participial phrases. • Use comparative and superlative forms of adjectives. • Use pronouns correctly with regard to case, number, and person, correcting for vague pronoun reference. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	<p>SE/TE: from Spoon River Anthology (Verbals: Infinitives and Gerunds) p. 55 Performance Task (Focus on Sentences: Comparative and Superlative Adjectives Focus on Spelling and Punctuation: Colons and Semicolons) pp. 438–439 Performance Task (Focus on Mechanics) p. 298 Performance Task (Editing: Dangling Modifiers Spelling: Commonly Confused Words Punctuation: Dialogue) pp. 66-67 Performance Task (Focus on Sentences: Participial Phrases Rules for Proper Citation) pp. 550-551 Performance Task (TE: Revising for Pronoun Use) p.65 from Bad Boy (Pronoun-Antecedent Agreement) p. 80 The Tale of the Hummingbird (Sentence Structures) p. 216 Performance Task (Focus on Sentences: Pronoun Case) p. 192</p>

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(Continued)	(Continued) Strand: Language Standards Cluster 1: Conventions of Standard English LAFS.6.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.	
Language Standards: LAFS that do not match B.E.S.T. Standards		
	Strand: Language Standards Cluster 1: Conventions of Standard English LAFS.6.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	SE/TE: Performance Task (Revising) p. 64 Performance Task (Give Instructions) p. 231 Performance Task (Rehearse and Present) p. 481

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	<p>Strand: Language Standards Cluster 2: Knowledge of Language</p> <p>LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.</p>	<p>SE/TE: Performance Task (Take a Closer Look at Your Draft) p. 65 Performance Task (Take a Closer Look at Your Draft) p. 437 Performance Task (Take a Closer Look at Your Draft) p. 549</p>
<p>ELA.6.C.4 Researching Researching and Using Information</p>		
<p>ELA.6.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and refocusing the inquiry when appropriate.</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.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>	<p>SE/TE: Performance Task (Write a Formal Research Paper) pp. 540-551 Black Cowboy, Wild Horses (Informative Report) p. 229 The Tale of the Hummingbird (Research Report) p. 217 <i>from The Misadventures of Don Quixote</i> (Research Report) p. 455 BBC Science Club: All About Exploration (Storyboard: Research and Plan) p. 539 <i>from My Life with the Chimpanzees</i> (Research and Extend) p. 150</p>

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Writing Standards: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p>	<p>SE/TE: Prince Francis The Sound of Summer Running (Timed Writing) p. 115 from Sacajawea from Lewis & Clark (Timed Writing) p. 605 Jabberwocky The Mock Turtle’s Song (Timed Writing) p. 469</p>
	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>	<p>SE/TE: How Smart Are Animals? So What Is a Primate? (Timed Writing) p. 183 The Biometric Body Biometrics Are Not Better (Timed Writing) p. 285 If Apollo 11 Had Failed The Soldier (Timed Writing) p. 535</p>

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ELA.6.C.5 Creating and Collaborating		
Multimedia		
<p>ELA.6.C.5.1 Integrate diverse digital media to enhance audience engagement in oral or written tasks.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Multimedia elements may include, but are not limited to, drawings, pictures, artifacts, and audio or digital representation. At this grade level, students are using more than one element. The elements may be of the same type (for example, two pictures or a picture and an audio recording). The elements should relate directly to the task and complement the information being shared, meaning that the multimedia elements should add information to the presentation, not restate or reinforce it. The elements should be smoothly integrated into the presentation.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>	<p>SE/TE: Performance Task (Write a Formal Research Paper: Publishing and Presenting) p. 551 Performance Task (Write an Argumentative Essay: Publishing and Presenting) p. 299 Sonnet I Understand (Presentation of Illustrations) p. 207 Feathered Friend (Multimedia Presentation) p. 263 Performance Task (Research Presentation) pp. 606-607</p>

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Technology in Communication		
<p>ELA.6.C.5.2 Use digital tools to produce writing.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p>	<p>SE/TE: Performance Task: Write an Argumentative Essay (Peer Review Publishing and Presenting) pp. 296, 299 The Tale of the Hummingbird (Research: Conduct Research Publish and Present) p. 217 Performance Task: Write a Formal Research Paper (Publishing and Presenting) p. 551 Performance Task: Write a Personal Narrative (Editing Tips Publishing and Presenting) p. 67 Performance Task: Present a Short Story (Make a Plan) p. 480</p>
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.6.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>SE/TE: Performance Task: Write a Personal Narrative (Elements of a Personal Narrative Take a Closer Look at the Assignment) pp. 58-59 Performance Task: Write an Argumentative Essay (Elements of an Argumentative Essay Take a Closer Look at the Assignment) pp. 290-291 Performance Task: Write Formal Research Paper (Elements of Research Writing Take a Closer Look at the Assignment) pp. 540-541</p>

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	<p>Strand: Writing Standards Cluster 4: Range of Writing</p> <p>LAFS.6.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: How Smart Are Animals? So What Is a Primate? (Timed Writing) p. 183 Jabberwocky The Mock Turtle’s Song (Timed Writing) p. 469 Performance Task: Write Formal Research Paper pp. 540-551</p>

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Vocabulary		
ELA.6.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.6.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.6.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Introduction (Academic Vocabulary) p. 355 Performance-Based Assessment (Use New Words) p. 237 Vocabulary Development (TE: Academic-Vocabulary Reinforcement) p. 358 Build Your Vocabulary (Build Your Vocabulary) p. 443 Unit Introduction (Academic Vocabulary) p. 493</p>

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<p>Morphology</p> <p>ELA.6.V.1.2 Apply knowledge of Greek and Latin roots and affixes to determine meanings of words and phrases in grade-level content.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Common Greek and Latin Roots 6-8 and Affixes.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.6.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p>	<p>SE/TE: Unit Introduction (Academic Vocabulary) p. 355 from Bad Boy (Word Study: Latin Root: <i>-spec-</i>) p. 78 Prince Francis (Word Study: Greek Root: <i>-path-</i>) p. 260 Unit Introduction (Academic Vocabulary) p. 129 Prince Francis (Reference Materials) p. 88 Vocabulary Development (TE: Content-Area Vocabulary) p. 557</p>

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Context and Connotation		
<p>ELA.6.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</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.6.R.3.1 and Secondary Figurative Language.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.6.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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: The Black Hole of Technology (Context Clues) p. 316 Jabberwocky The Mock Turtle’s Song (Context Clues) p. 458 from Brown Girl Dreaming (Word Study: Onomatopoeia) p. 24 The Tale of the Hummingbird (Word Study: Synonyms) p. 214 Prince Francis (Reference Materials) p. 88 The Tale of the Hummingbird (Reference Materials) p. 210 Is Our Gain Also Our Loss? (Base Words and Context) p. 306 The Biometric Body (Synonyms and Nuance) p. 274 from Sacajawea (Concept Vocabulary Connotation and Denotation) p. 593 The Black Hole of Technology (Word Study: Multiple-Meaning Words) p. 320 The Phantom Tollbooth, Act I (Concept Vocabulary Denotation and Nuance) p. 392 from Sacajawea (Figurative Language) p. 595</p>

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	<p>(Continued) Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). 	

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K-12 ELA Expectations		
<p>K12.EE.1.1 Cite evidence to explain and justify reasoning.</p> <p>Clarifications: 6-8 Students continue with previous skills and use a style guide to create a proper citation.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Working as a Group (Using Text Evidence) p. 71 Conduct a Debate (Compare Texts and Gather Evidence) p. 342 Black Cowboys, Wild Horses (Analysis and Discussion Working as a Group) p. 225 Jabberwocky The Mock Turtle's Song (Short Response Timed Writing) p. 469 The Tale of the Hummingbird (Close Read) p. 214</p>

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<p>K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p>	<p>Strand: Reading Literature Cluster 4: Range of Reading and Level of Text Complexity</p> <p>LAFS.6.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Strand: Reading Informational Text Cluster 4: Range of Reading and Level of Text Complexity</p> <p>LAFS.6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: The Tale of the Hummingbird (Evaluate Details to Determine Key Ideas), p. 210 The Tale of the Hummingbird (Comprehension: Reading Check I Strategy: Evaluate Details to Determine Key Ideas) p. 213 Feathered Friend (Generate Questions) p. 252 The Black Hole of Technology (Summarize) p. 316 <i>from Sacajawea</i> (Monitor Comprehension) p. 586 <i>from Sacajawea</i> (Comprehension: Reading Check I Strategy: Monitor Comprehension) p. 592</p>

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<p>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.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Prince Francis (Make Inferences) p. 88 The Fun They Had (Make Inferences) p. 326 from My Life with the Chimpanzees (Build Insight: Analysis) p. 149 from Sacajawea (Historical and Cultural Setting) p. 594 Expert’s Perspective (TE: Deep Reading) p. 365</p>

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<p>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 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.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SE/TE: <i>from My Life with the Chimpanzees</i> (Class Discussion) p. 155 <i>The Moth Presents: Aleeza Kazmi</i> (Group Discussion) p. 85 <i>Icebreaker</i> (Vote and Reflect) p. 132 Peer-Group Learning (Working as a Group) p. 302 <i>from Lewis & Clark</i> (Close Read) p. 603</p>

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<p>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> <p>.</p>	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p>	<p>SE/TE: The King of Mazy May (Business Letter) p. 583 from Spoon River Anthology (Composition: Two Poems) p. 56 Performance Task (Conduct a Debate) pp. 342–343 from Brown Girl Dreaming (Composition: Poem) p. 26 Performance Task (Oral Instructions) pp. 230–231 Ada and the Thinking Machines (Oral Instructions) p. 567</p>

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<p>K12.EE.ELA.6.1 Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>	<p>Strand: Language Standards Cluster 2: Knowledge of Language</p> <p>LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Maintain consistency in style and tone.</p> <p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>SE/TE: The Phantom Tollbooth, Act II (Speech) p. 429 from Spoon River Anthology (Composition: Two Poems) p. 56 The Sand Castle (Oral Reading) p. 43 Performance Task (Present a Retelling: Rehearse and Present) p. 117</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.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p>SE/TE: Prince Francis (TE: Digital Perspectives) p. 94 from My Life with the Chimpanzees (TE: Digital Perspectives) p. 146 from Lewis & Clark (TE: Digital Perspectives) p. 600</p>
	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>SE/TE: Biometrics Are Not Better (Genre/Text Elements) p. 281 The Black Hole of Technology (Genre/Text Elements) p. 321</p>

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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>	No direct alignment to the LAFS	<p>TE: <i>from Brown Girl Dreaming</i> (English Language Learners: Listening) p. 27 <i>from Spoon River Anthology</i> (English Language Learners: Reading) p. 49 <i>from Bad Boy</i> (English Language Learners: Vocabulary Demands) p. 72B <i>from Bad Boy</i> (English Language Learners: Speaking) p. 77 <i>The Sound of Summer Running</i> (English Language Learners: Writing) p. 111</p>
<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	No direct alignment to the LAFS	<p>TE: <i>Take a Position</i> (English Language Learners: Speaking) p. 302 <i>Reflect and Adjust Your Responses</i> (English Language Learners: Reading) p. 303 <i>Academic Vocabulary</i> (English Language Learners: Listening) p. 129 <i>Summary</i> (English Language Learners: Writing) p. 132 <i>Ada and the Thinking Machines</i> (English Language Learners: Speaking) p. 567</p>