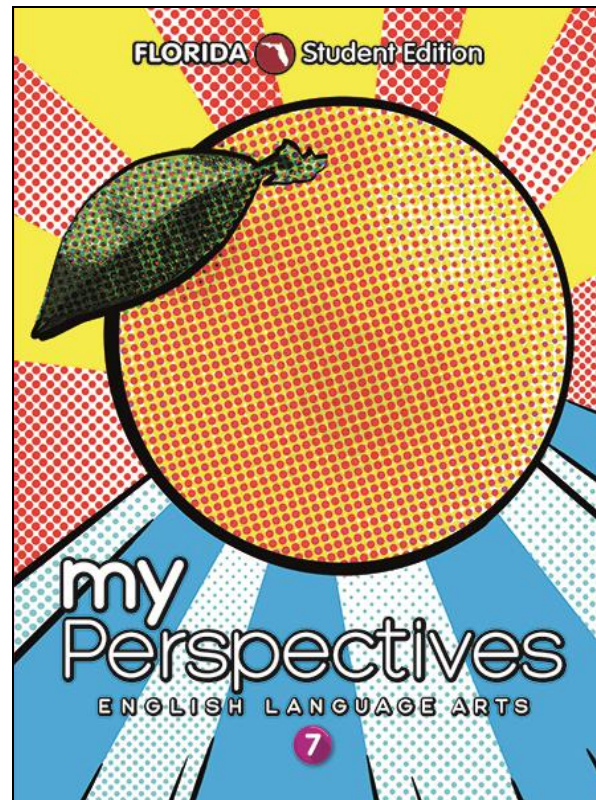


**A Crosswalk Correlation of
myPerspectives Florida
English Language Arts
Grade 7, ©2022**



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

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Reading		
ELA.7.R.1 Reading Prose and Poetry		
Literary Elements		
ELA.7.R.1.1 Analyze the impact of setting on character development and plot in a literary text.	Strand: Reading Literature Cluster 1: Key Ideas and Details LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	SE/TE: The Circuit How This Son of Migrant Farm Workers Became an Astronaut (Influence of Setting) p. 579 The Circuit How This Son of Migrant Farm Workers Became an Astronaut (Influence of Setting) p. 590 He–y, Come on Ou–t! (Setting, Character, and Plot) p. 501 A Christmas Carol: Scrooge and Marley, Act II (Stage Directions and Character Development) p. 311 Two Kinds (Character, Conflict, and Resolution) p. 13
Theme		
ELA.7.R.1.2 Compare two or more themes and their development 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.	Strand: Reading Literature Cluster 1: Key Ideas and Details LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	SE/TE: from The Grapes of Wrath (Multiple Themes) p. 541 How Grandmother Spider Stole the Sun How Music Came to the World (Multiple Themes) p. 437 Poetry Collection (Development of Theme) p. 186 Poetry Collection (Multiple Themes) p. 467 A Christmas Carol: Scrooge and Marley, Act II (Multiple Themes) p. 313

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

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Perspective and Point of View		
<p>ELA.7.R.1.3 Explain the influence of narrator(s), including unreliable narrator(s), and/or shifts in point of view in a literary text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> An unreliable narrator is one who lacks credibility. Because all information is being conveyed through this untrustworthy source, readers have to use inferencing to establish what is likely to be true. Narrators can be unreliable for many reasons including purposeful dishonesty, a lack information or background knowledge about what that information means, mental illness, or self-deception. <i>Clarification 2:</i> “Shifts in point of view” refers to a change in the narrator’s point of view done for effect. Changes can be in degree and/or person: for example, a shift from third-person limited to third-person omniscient or from first-person limited to third-person limited.</p>	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>SE/TE: from The Grapes of Wrath (Narrative Point of View) p. 543 The Tell-Tale Heart (Unreliable Narrator) p. 391 The Tell-Tale Heart (Unreliable Narrator) p. 381 A Christmas Carol: Scrooge and Marley, Act I (Subjective and Objective Points of View) p. 281 from Silent Spring (Point of View) p. 423</p>

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Poetry		
<p>ELA.7.R.1.4 Analyze 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. <i>Clarification 2:</i> Instruction in this benchmark should focus on how the structure of each poetic form affects its meaning.</p>	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.7.RL.2.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p>	<p>SE/TE: Do not go gentle into that good night Remember (Poetic Forms and Meaning) p. 627 Do not go gentle into that good night Remember (Poetic Forms and Meaning) p. 619 Trying to Name What Doesn't Change I Myself (TE: Poetic Form and Style) p. 373 Trying to Name What Doesn't Change I Myself (Poetic Structures and Purpose) p. 377 Poetry Collection (Graphical Elements in Poetry) p. 111</p>
Reading Standards for Literature: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>SE/TE: Two Kinds (TE: Digital Perspectives) p. 18 A Christmas Carol: Scrooge and Marley, Act I (TE: Digital Perspectives) p. 266 A Christmas Carol: Scrooge and Marley, Act II (TE: Digital Perspectives) p. 302</p>

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELA.7.R.2 Reading Informational Text		
Structure		
ELA.7.R.2.1 Explain how individual text sections and/or features convey a purpose in texts.	Strand: Reading Informational Text Cluster 2: Craft and Structure LAFS.7.RI.2.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	SE/TE: Learning Rewires the Brain (Text Sections and Features) p. 355 Learning Rewires the Brain (Text Sections and Features) p. 365 The Case of the Disappearing Words (Author's Purpose) p. 47 Creature Comforts: Three Biology-Based Tips for Builders (Text Features: References and Acknowledgements) p. 479 How This Son of Migrant Farm Workers Became an Astronaut (Organizational Patterns) p. 601
Central Idea		
ELA.7.R.2.2 Compare two or more central ideas and their development throughout a text.	Strand: Reading Informational Text Cluster 1: Key Ideas and Details LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	SE/TE: The Case of the Disappearing Words (Central Ideas and Supporting Evidence) p. 45 Black Sunday: The Storm That Gave Us the Dust Bowl (Central Idea and Supporting Evidence) p. 531 Learning Rewires the Brain (Connect and Compare Central Ideas) p. 356 from Mom & Me & Mom (Evaluate Details to Determine Central Ideas) p. 76 Eulogy on the Dog (Determine Central Ideas) p. 472

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Purpose and Perspective		
<p>ELA.7.R.2.3 Explain how an author establishes and achieves purpose(s) through diction and syntax.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> This benchmark focuses on the way in which diction (the author's word choice) and syntax (the way in which an author arranges those words) work together to achieve a purpose.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.7.RI.2.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>SE/TE: <i>from Packing for Mars</i> (Language and Purpose) p. 225 <i>The Case of the Disappearing Words</i> (Author's Purpose) p. 47 <i>from Silent Spring</i> (Language and Purpose) p. 415 <i>High School Teammates Carry On</i> (Direct and Indirect Characterization) p. 559 <i>A Work in Progress</i> (Language and Voice) p. 615</p>
Argument		
<p>ELA.7.R.2.4 Track the development of an argument, analyzing the types of reasoning used and their effectiveness.</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 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.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>SE/TE: <i>from Packing for Mars</i> (Claim, Evidence, and Audience TE: Types of Logical Reasoning) p. 224 <i>Eulogy of the Dog</i> (Development of Argument) p. 476 <i>Eulogy of the Dog</i> (Development of Argument) p. 471 <i>Mars Can Wait. Oceans Can't</i> (Claim and Supporting Evidence) p. 216 <i>Learning Rewires the Brain</i> (Rhetorical Devices and Logical Fallacies) p. 366</p>

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
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.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>	<p>SE/TE: The Case of the Disappearing Words (Genre/Text Elements) p. 45 Learning Rewires the Brain (Genre/Text Elements) p. 365 How This Son of Migrant Farm Workers Became an Astronaut (Author's Craft) p. 601</p>
	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p>	<p>SE/TE: Tutors Teach Seniors New High-Tech Tricks (TE: Digital Perspectives) p. 68 Learning Rewires the Brain (TE: Digital Perspectives) p. 360 Against the Odds (TE: Digital Perspectives) p. 518</p>

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ELA.7.R.3 Reading Across Genres		
Interpreting Figurative Language		
<p>ELA.7.R.3.1 Analyze how figurative language contributes to tone and meaning and explain examples of allusions 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, allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> See Secondary Figurative Language.</p>	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.7.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>	<p>SE/TE: Dark They Were, and Golden-Eyed (Setting and Figurative Language) p. 135 Dark They Were, and Golden-Eyed (Close Read) p. 150 Poetry Collection (Figurative Language: Metaphor) p. 112 The Last Dog (Foreshadowing, Suspense, and Plot) p. 205 Poetry Collection (Language and Tone) p. 468 Do not go gentle into that good night Remember (Sound Devices and Tone) p. 628</p>

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Paraphrasing and Summarizing		
<p>ELA.7.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</p> <p>LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>SE/TE: A Christmas Carol: Scrooge and Marley, Act I (Paraphrase) p. 252 Do not go gentle into that good night Remember (Paraphrase) p. 620 Poetry Collection (Paraphrase) p. 460 The Tell-Tale Heart (Paraphrase and Summarize) p. 382 Learning Rewires the Brain (Research Report) p. 367</p>

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Comparative Reading		
<p>ELA.7.R.3.3 Compare and contrast how authors with differing perspectives address the same or related topics or themes.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.”</p>	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>SE/TE: Black Sunday: The Storm That Gave Us the Dust Bowl from The Grapes of Wrath (Theme and Central Idea) p. 525 How Grandmother Spider Stole the Sun How Music Came to the World (Multiple Themes) p. 437 Mars Can Wait. Oceans Can't. from Packing for Mars (Multiple Choice Short Response Timed Writing) pp. 226–227 Trying to Name What Doesn't Change I Myself (Imagery and Themes) p. 376 The Circuit How This Son of Migrant Farm Workers Became an Astronaut (Multiple Choice Timed Writing) pp. 602–603</p>

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Understanding Rhetoric		
<p>ELA.7.R.3.4 Explain the meaning and/or significance of rhetorical devices in a text.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 7.R.3.1 with the addition of irony and rhetorical questioning. <i>Clarification 2:</i> See Secondary Figurative Language. <i>Clarification 3:</i> See Rhetorical Devices.</p>	<p>No direct alignment to the LAFS.</p>	<p>SE/TE: Learning Rewires the Brain (Rhetorical Devices and Logical Fallacies) p. 366 High School Teammates Carry On (Rhetorical Devices) p. 561 Eulogy on the Dog (Group Discussion: Analyze Use of Rhetoric) p. 477 Eulogy on the Dog (Development of Argument: Speech) p. 476 from Packing for Mars (Language and Purpose) p. 225 Do not go gentle into that good night Remember (Sound Devices and Tone) p. 628</p>
Communication		
ELA.7.C.1 Communicating Through Writing		
Narrative Writing		
<p>ELA.7.C.1.2 Write personal or fictional narratives using narrative techniques, a recognizable point of view, 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> See Secondary Figurative Language.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>	<p>SE/TE: Performance Task (Write a Personal Narrative) pp. 50–59 Performance Task (Write a Short Story) pp. 328–337 Performance-Based Assessment (Personal Narrative) pp. 120–121 The Last Dog (Revised Ending) p. 207 Two Kinds (Retelling) p. 32 He–y, Come on Ou–t! (Alternate Ending) p. 503</p>

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	(Continued)

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Argumentative Writing		
<p>ELA.7.C.1.3 Write and support a claim using logical reasoning, relevant evidence from sources, elaboration, a logical organizational structure with varied transitions, and acknowledging at least one counterclaim.</p> <p>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.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Performance Task (Write an Argument: Editorial) pp. 162–171 Performance-Based Assessment (Argumentative Essay) pp. 234–235 Do not go gentle into that good night Remember (Literary Argument) p. 629 Mars Can Wait. Oceans Can't. from Packing for Mars (Timed Writing) p. 227 A Christmas Carol: Scrooge and Marley, Acts I and II from A Christmas Carol (Timed Writing) p. 327 from Silent Spring (Formal Letter) p. 424</p>

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<p>Expository Writing</p> <p>ELA.7.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details and a logical organizational pattern.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.7.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 clearly, previewing what is to follow; 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 create cohesion and 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>SE/TE:</p> <p>Performance Task (Write an Expository Essay) pp. 564–573</p> <p>Performance Task (Write a Formal Research Paper) pp. 442–453</p> <p>Black Sunday: The Storm that Gave Us the Dust Bowl from The Grapes of Wrath (Timed Writing) p. 545</p> <p>Performance-Based Assessment (Expository Essay) pp. 636–637</p> <p>The Case of the Disappearing Words (Travel Guide Entry) p. 48</p> <p>The Circuit How This Son of Migrant Farm Workers Became an Astronaut (Timed Writing) p. 603</p>

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(Continued)	(Continued) f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	(Continued)
Improving Writing		
<p>ELA.7.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.7.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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 52.)</p>	<p>SE/TE: Performance Task: Write an Argument (Planning and Prewriting Revising: Peer Review Editing: Complex Sentences Focus on Spelling and Punctuation) pp. 164–165, 168–171 He–y, Come on Ou–t! (Alternate Ending) p. 503 Performance-Based Assessment (Revising and Editing) p. 402 Peer-Group Learning (Give and Accept Constructive Feedback) p. 577 Performance Task: Personal Narrative (Planning and Prewriting: Structure Your Narrative Revising: Peer Review Editing: Active and Passive Voice Capitalization: Proper Nouns Punctuation: Dialogue) pp. 52–53, 56–59</p>

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELA.7.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.7.C.2.1 Present information orally, in a logical sequence, emphasizing key points that support the central idea.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.7.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SE/TE: Performance Task (Present an Expository Text) pp. 630–631 Tutors Teach Seniors New High-Tech Tricks (Oral Instructions) p. 73 The Case of the Disappearing Words (Oral Presentation) p. 49 Performance Task (Present an Argument: Critique) pp. 228–229 A Christmas Carol: Scrooge and Marley, Act II (Costume Plans) p. 315</p>

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ELA.7.C.3 Following Conventions		
Conventions		
<p>ELA.7.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"> • Appropriately use colons. • Appropriately use dangling modifiers. • Appropriately use ellipses. • Appropriately use hyphens. • Vary sentence structure. <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> • Appropriately use passive and active voice. • Use semicolons to form sentences. • Use verbs with attention to voice and mood. • Add variety to writing or presentations by using parallel structure and various types of phrases and clauses. <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>SE/TE:</p> <p>The Tell-Tale Heart (Colons, Semicolons, and Dashes) p. 392</p> <p>How Grandmother Spider Stole the Sun How Music Came to the World (Misplaced and Dangling Modifiers) p. 439</p> <p>Dark They Were, and Golden-Eyed (Sentence Structures) p. 155</p> <p>Two Kinds (Compound Modifiers [Hyphens]) p. 31</p> <p>Performance Task (Using Ellipses TE: Ellipses) p. 449</p> <p>Performance Task (Focus on Sentences: Active and Passive Voice TE: Dangling Modifiers Capitalization: Proper Nouns Punctuation: Dialogue) pp. 58–59</p> <p>A Work in Progress (Diction: Verb Mood) p. 616</p> <p>Performance-Based Assessment (Revising and Editing [Capitalization]) p. 122</p> <p>High School Teammates Carry On (Rhetorical Devices [Parallel Structure]) p. 561</p> <p>Performance Task (Focus on Sentences: Run-Ons and Splices Spelling: Adding Suffixes Punctuation: Conjunctive Adverbs) pp. 572–573</p> <p>The Circuit (Spelling: <i>-ly</i> and <i>-ally</i> Endings) p. 589</p>

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(Continued)	(Continued) Strand: Language Standards Cluster 1: Conventions of Standard English LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie but not He wore an old[,] green shirt</i>). b. Spell correctly.	(Continued)
Language Standards: LAFS that do not match B.E.S.T. Standards		
	Strand: Language Standards Cluster 2: Knowledge of Language LAFS.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	SE/TE: Performance Task (Take a Closer Look at Your Draft) p. 57 Performance Task (Revising) p. 168 High School Teammates Carry On (Speaking and Listening) p. 563

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ELA.7.C.4 Researching		
Researching and Using Information		
<p>ELA.7.C.4.1 Conduct research to answer a question, drawing on multiple reliable and valid sources, and generating additional questions for further research.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> There is no requirement that students research the additional questions generated. <i>Clarification 2:</i> While the benchmark does require that students consult multiple sources, there is no requirement that they use every source they consult. Part of the skill in researching is discernment—being able to tell which information is relevant and which sources are trustworthy enough to include.</p>	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.7.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: Performance Task (Formal Research Paper) pp. 442–453 Dark They Were, and Golden-Eyed (Research and Extend) p. 152 Creature Comforts: Three Biology-Based Tips for Builders (Research Report) p. 491 Black Sunday: The Storm That Gave Us the Dust Bowl (Research and Extend) p. 530 The Case of the Disappearing Words (Research and Extend) p. 44 Performance-Based Assessment (Research-Based Essay) pp. 510–511 A Christmas Carol: Scrooge and Marley, Act II (Research and Extend) p. 310</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.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p>	<p>SE/TE: Dark They Were, and Golden-Eyed (radio play) (Timed Writing) p. 161 Trying to Name What Doesn’t Change I Myself (Timed Writing) p. 379 How Grandmother Spider Stole the Sun How Music Came to the World (Timed Writing) p. 441</p>
	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>	<p>SE/TE: from Mom & Me & Mom Learning to Love My Mother (Timed Writing) p. 91 Mars Can Wait. Oceans Can’t from Packing to Mars (Timed Writing) p. 227 How This Son of Migrant Farm Workers Became an Astronaut (Timed Writing) p. 603</p>

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ELA.7.C.5 Creating and Collaborating		
Multimedia		
<p>ELA.7.C.5.1 Integrate diverse digital media to build cohesion 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 presentation and help to unify the concepts. 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.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	<p>SE/TE: A Christmas Carol: Scrooge and Marley, Act II (Costume Plans) p. 315 Mother-Daughter Drawings (Multimedia Presentation) p. 99 Performance Task (Biographical Profiles: Gather Evidence and Media Examples Practice and Revise) pp. 630–631 Poetry Collection (Oral Presentation) p. 469 Performance Task (Publishing and Presenting) p. 171</p>
Technology in Communication		
<p>ELA.7.C.5.2 Use digital tools to produce and share writing.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>	<p>SE/TE: Poetry Collection 1 (Lyric Poem: Publish Your Work) p. 113 Performance Task (Publishing and Presenting) p. 171 Poetry Collection (Illustrated Version) p. 187 Performance Task (Publishing and Presenting) p. 59 Mother-Daughter Drawings (Multimedia Presentation) p. 99</p>

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Writing Standards: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.7.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 Personal Narratives Take a Closer Look at the Assignment) pp. 50-51 Performance Task: Write a Formal Research Paper (Elements of Research Writing Take a Closer Look at the Assignment) pp. 442-443 Performance Task: Write an Expository Essay (Elements of Expository Essays Take a Closer Look at the Assignment) pp. 564-565</p>
	<p>Strand: Writing Standards Cluster 4: Range of Writing</p> <p>LAFS.7.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: Dark They Were, and Golden-Eyed (radio play) (Timed Writing) p. 161 A Christmas Carol: Scrooge and Marley from A Christmas Carol (Timed Writing) p. 327 Performance Task: Write a Formal Research Paper (Elements of Research Writing Take a Closer Look at the Assignment) pp. 442-453</p>

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Vocabulary		
ELA.7.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.7.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.7.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. 5 Unit Introduction (Academic Vocabulary) p. 407 Performance-Based Assessment (Share Your Perspective: Use New Words) p. 235 Mother-Daughter Drawings (Media Vocabulary) p. 92 Mother-Daughter Drawings (Media Vocabulary) p. 98 Peer-Group Learning (Build Your Vocabulary) p. 341</p>

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<p>Morphology</p> <p>ELA.7.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.7.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, 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., <i>belligerent, bellicose, rebel</i>).</p>	<p>SE/TE:</p> <p>Unit Introduction (Academic Vocabulary) p. 5 Unit Introduction (Academic Vocabulary) p. 407 <i>from Mom & Me & Mom</i> (Word Study: Greek Root: <i>-phil-</i>) p. 83 A Christmas Carol: Scrooge and Marley, Act II (Word Study: Greek Prefix: <i>para-</i>) p. 312 Two Kinds (Word Study: Latin Prefix: <i>in-</i>) p. 30 The Case of the Disappearing Words (Word Study: Latin Root Word: <i>lingua</i>) p. 46 He-y, Come on Ou-t! (Word Study: Latin Root: <i>-sequ-</i>) p. 500 How This Son of Migrant Farm Workers Became an Astronaut (Latin root <i>-duc-</i>) p. 599 A Work in Progress (Latin Prefix: <i>extra-</i>) p. 614</p>

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Context and Connotation		
<p>ELA.7.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</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.7.R.3.1 and Secondary Figurative Language.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.7.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, 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 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 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: He–y, Come on Ou–t! (Context Clues) p. 494 The Last Dog (Context Clues) p. 190 The Circuit (Base Words) p. 580 from Packing for Mars (Language and Purpose: Tip) p. 225 from A Christmas Carol (Word Study: Synonyms and Nuance) p. 324 Dark They Were, And Golden-Eyed (Word Study: Synonyms and Nuance) p. 154 Poetry Collection (Reference Materials) p. 178 Poetry Collection (Reference Materials) p. 460 Poetry Collection (Word Study: Connotation and Denotation) p. 184 How Grandmother Spider Stole the Sun How Music Came to the World (Concept Vocabulary) p. 438 Mars Can Wait. Oceans Can’t. (Word Study: Synonyms) p. 215</p>

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(Continued)	<p>(Continued)</p> <p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p>	(Continued)

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CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
K-12 ELA Expectations		
<p>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</p> <p>Clarifications: K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</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>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>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.7.RL.1.1 Cite several pieces of 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.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Peer-Group Learning (Citing Text Evidence) p. 63 Peer-Group Learning (Use Text Evidence) p. 576 Learning Rewires the Brain (Build Insight Working as a Group) p. 363 Share Your Independent Learning (Prepare to Share) p. 399 The Circuit How This Son of Migrant Farm Workers Became an Astronaut (Short Response) p. 603</p>

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<p>(Continued) 6-8 Students continue with previous skills and use a style guide to create a proper citation.</p> <p>9-12 Students continue with previous skills and should be aware of existing style guides and the ways in which they differ.</p>	<p>(Continued)</p>	<p>(Continued)</p>
<p>ELA.K12.EE.2.1 Read and comprehend grade-level complex texts proficiently.</p> <p>Clarifications: See <u>Text Complexity</u> for grade-level complexity bands and a text complexity rubric.</p>	<p>Strand: Reading Literature Cluster 4: Range of Reading and Level of Text Complexity</p> <p>LAFS.7.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.7.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: A Christmas Carol: Scrooge and Marley, Act II (Comprehension Strategy: Monitor Comprehension) p. 282 High School Teammates Carry On (Comprehension Strategy: Monitor Comprehension) p. 548 How Grandmother Spider Stole the Sun How Music Came to the World (Comprehension Strategy: Adjust Fluency) p. 428 Dark They Were, and Golden-Eyed (Comprehension Strategy: Create Mental Images) p. 156 Mars Can Wait. Oceans Can't. (Comprehension Strategy: Generate Questions) p. 210</p>

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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p> <p>Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.7.RL.1.1 Cite several pieces of 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.7.RI.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: Two Kinds (Comprehension Strategy: Make Inferences) p.14 Dark They Were, and Golden-Eyed (Comprehension Strategy: Make Inferences) p. 136 Peer-Group Learning (Analyzing Explicit and Implicit Meanings) p. 175 How Grandmother Spider Stole the Sun How Music Came to the World (Multiple Themes) p. 437 Peer-Group Learning (Use Text Evidence) p. 576</p>

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p>Clarifications: In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; 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>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>SE/TE: Performance Task (Deliver a Dramatic Adaptation) pp. 394–395 Performance Task (Give and Follow Oral Instructions) pp. 504–505 Peer-Group Learning (Working as a Group) p. 62 Icebreaker (Conduct a Four-Corner Debate) p. 130 A Work in Progress (Speaking and Listening) p. 617</p>

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<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p> <p>Clarifications: Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>	<p>No direct alignment to the LAFS</p>	<p>SE/TE: Performance Task (Rules for Proper Citation) p. 453 Poetry Collection 1 (Lyric Poem) p. 113 A Christmas Carol: Scrooge and Marley, Act II (Composition: Friendly Letter) p. 314 Thank You, M'am (Journal Entry) p. 353 Performance Task (Make an Outline) p. 448 Performance Task (Structure Ideas: Make a Plan) p. 165</p>
<p>ELA. K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p> <p>Clarifications: In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.7.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p>SE/TE: Performance Task (Deliver a Dramatic Adaptation) pp. 394–395 The Tell-Tale Heart (Composition: Character Sketch) p. 393 Two Kinds (Monologue) p. 33 Eulogy on the Dog (Speaking and Listening) p.477 Poetry Collection (Speaking and Listening) p. 469</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.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>SE/TE: Tutors Teach Seniors New High-Tech Tricks (TE: Digital Perspectives) p. 68 Dark They Were, and Golden-Eyed (radio play) (TE: Digital \ Perspectives) p. 158 Learning Rewires the Brain (TE: Digital Perspectives) p. 360</p>
	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SE/TE: Unit Introduction (Icebreaker: Conduct a Four-Corner Debate) p. 130 Eulogy on the Dog (Genre/Text Elements) p. 476 Eulogy on the Dog (Speaking and Listening) p. 477</p>

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To the Florida English Language Arts 2 CPALMS Course 1001040 B.E.S.T. Standards
and Language Arts Florida Standards**

CPALMS Course 1001040 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELD		
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	TE: The Case of the Disappearing Words (English Language Learners: Reading) p. 36 from The Grapes of Wrath (English Language Learners: Reading) p. 544 High School Teammates Carry On (English Language Learners: Vocabulary Demands) p. 546B The Golden Windows (English Language Learners: Writing) p. 246 Performance Task (English Language Learners: Writing) p. 54 Dark They Were, and Golden-Eyed (English Language Learners: Listening) p. 157 The Last Dog (English Language Learners: Speaking) pp. 204–205
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	No direct alignment to the LAFS	TE: Icebreaker (English Language Learners: Speaking / Writing) p. 130 Peer-Group Learning (English Language Learners: Listening / Speaking) p. 174 A Christmas Carol: Scrooge and Marley, Act I (English Language Learners: Listening / Speaking) p. 256 Performance Task (English Language Learners: Speaking) p. 394 from Silent Spring (English Language Learners: Speaking) p.425 High School Teammates Carry On (English Language Learners: Listening) p. 553

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