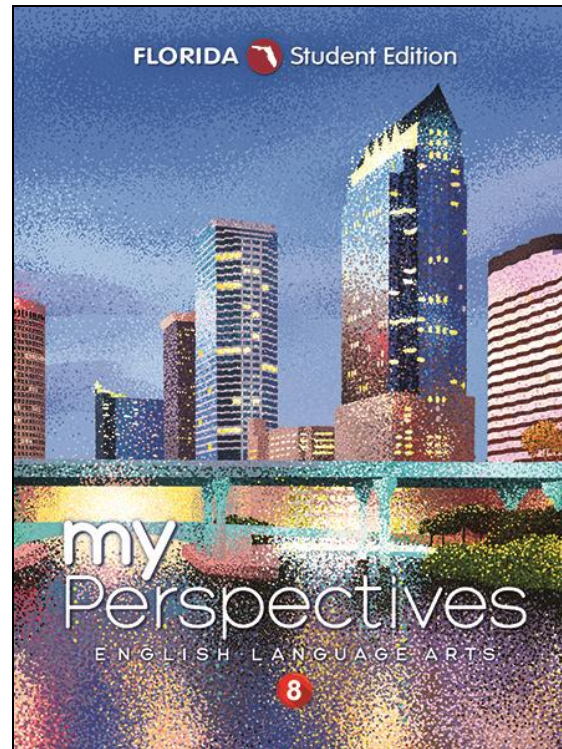


**A Crosswalk Correlation of  
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English Language Arts  
Grade 8, ©2022**



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

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Reading</b>		
ELA.8.R.1 Reading Prose and Poetry		
Literary Elements		
<p>ELA.8.R.1.1 Analyze the interaction between character development, setting, and plot in a literary text.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p>	<p><b>SE/TE:</b>  <b>The Medicine Bag</b> (Character, Setting, and Plot) p. 13  <b>The Medicine Bag</b> (Character, Setting, and Plot) p. 25  <b>The Setting Sun and the Rolling World</b> (Settings, Values, and Beliefs) p. 113  <b>Flowers for Algernon</b> (Character and Conflict) p. 439  <b>The Diary of Anne Frank, Act I</b> (Dramatic Structure   Practice) p. 139</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Theme		
<p>ELA.8.R.1.2 Analyze two or more themes and their development throughout a literary text.</p> <p>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. <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 analyzed may be in the same or multiple literary texts.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> <b>Uncle Marcos</b> (Multiple Themes in Fiction) p. 583 <b>Icarus and Daedalus</b> (Themes in Myths) p. 673 <b>Icarus and Daedalus</b> (Themes in Myths) p. 667 <b>The Horned Toad</b> (Theme) p. 325 <b>The Medicine Bag</b> (TE: Multiple Themes in Literature) p. 24</p>

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CPALMS Course 1001070 (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.8.R.1.3 Analyze how an author develops and individualizes the perspectives of different characters.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> The term perspective means “a particular attitude toward or way of regarding something.” The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.</p>	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>	<p><b>SE/TE:</b>  <b>The Banana Tree</b> (Perspective and Conflict) p. 43  <b>Uncle Marcos</b> (Perspective and Characterization) p. 581  <b>Uncle Marcos</b> (Perspective and Characterization) p. 569  <b>Flowers for Algernon</b> (Character Development: Perspective) p. 471  <b>The Banana Tree</b> (Perspective and Conflict) p. 31</p>

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<p>Poetry</p> <p>ELA.8.R.1.4 Analyze structure, sound, imagery, and figurative language in poetry.</p> <p>Benchmark Clarifications:  <i>Clarification 1:</i> Structural elements for this benchmark are form, line length, white space, indentation, line breaks, and stanza breaks.  <i>Clarification 2:</i> Sound can be created through the use of end rhyme, internal rhyme, slant rhyme, alliteration, assonance, consonance, onomatopoeia, repetition, and meter.  <i>Clarification 3:</i> Imagery, as used here, refers to language and description that appeals to the five senses.  <i>Clarification 4:</i> Figurative language types for this benchmark are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, allusion, and idiom. Other examples can be used in instruction.</p>	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>SE/TE:</b>  <b>The Cremation of Sam McGee</b> (Literary Elements: Structure and Sound) pp. 406–407  <b>Bird   Ode to Teachers</b> (Poetic Structure) p. 57  <b>from Eureka! Poems About Inventors</b> (Sound Devices in Poetry) p. 653  <b>from The Song of Hiawatha</b> (Epic Poetry: Imagery and Repetition) p. 89  <b>from Eureka! Poems About Inventors</b> (Figurative Language and Meaning) p. 664</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Reading Standards for Literature: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p>	<p><b>SE/TE:</b>  <b>Bird   Ode to Teachers</b> (Genre/Text Elements) p. 49  <b>Bird   Ode to Teachers</b> (Genre/Text Elements) p. 57  <b>Briar Rose   Awake</b> (Timed Writing) p. 395</p>
	<p><b>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p>	<p><b>SE/TE:</b>  <b>The Diary of Anne Frank, Act I</b> (TE: Digital Perspectives) p. 173  <b>The Diary of Anne Frank, Act II</b> (TE: Digital Perspectives) p. 208  <b>The Diary of Anne Frank, Act II</b> (Composition) p. 232</p>
ELA.8.R.2 Reading Informational Text		
Structure		
<p>ELA.8.R.2.1 Analyze how individual text sections and/or features convey a purpose and/or meaning in texts.</p>	<p><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>	<p><b>SE/TE:</b>  <b>Welcome to Origami City</b> (Print and Graphic Features) p. 643  <b>Welcome to Origami City</b> (Print and Graphic Features) p. 649  <b>Gut Math   The Theory of Multiple Intelligences</b> (Informational Text Features) p. 530  <b>Gut Math   The Theory of Multiple Intelligences</b> (Informational Text Features) p. 521  <b>A Computer in Your Head?</b> (Text Structure) p. 485</p>

SE = Student Edition

TE = Teacher Edition

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>Central Idea</p> <p>ELA.8.R.2.2 Analyze two or more central ideas and their development throughout a text.</p>	<p><b>Strand: Reading Informational Text</b> <b>Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> <i>from Blue Nines and Red Words</i> (Development of Central Ideas) p. 517 <i>from Blue Nines and Red Words</i> (Development of Central Ideas) p. 507 <b>To Fly</b> (Multiple Central Ideas) p. 597 <b>You Are the Electric Boogaloo / Just Be Yourself!</b> (Connect and Compare Central Ideas) p. 94 <b>Three Cheers for the Nanny State</b> (Evaluate Details to Determine Central Ideas) p. 332</p>



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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Purpose and Perspective		
<p>ELA.8.R.2.3 Explain how an author establishes and achieves purpose(s) through rhetorical appeals and/or figurative language.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Figurative language use that students will analyze are metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis (understatement), allusion, and idiom. Other examples can be used in instruction. <i>Clarification 2:</i> Students will explain the appropriateness of appeals in achieving a purpose. In this grade level, students are using and responsible for the appeals of logos, ethos, and pathos. <i>Clarification 3:</i> See Secondary Figurative Language. <i>Clarification 4:</i> See Rhetorical Appeals and Rhetorical Devices.</p>	<p><b>Strand: Reading Informational Text</b> <b>Cluster 2: Craft and Structure</b></p> <p>LAFS.8.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>	<p><b>SE/TE:</b> <b>from Acceptance Speech for the Nobel Peace Prize</b> (Rhetorical Appeals and Devices) p. 269 <b>from Acceptance Speech for the Nobel Peace Prize</b> (Rhetorical Appeals and Devices) p. 277 <b>from Blue Words and Red Nines</b> (Figurative Language) p. 518 <b>Words Do Not Pay</b> (Characteristics of Argument: Emotional Appeals) p. 403 <b>Words Do Not Pay</b> (Characteristics of Argument: Emotional Appeals) p. 397 <b>Three Cheers for the Nanny State (TE: How Language Works I</b> Rhetorical Devices) p. 341 <b>You Are the Electric Boogaloo   Just Be Yourself!</b> (Language and Tone) p. 101</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>Argument</p> <p>ELA.8.R.2.4 Track the development of an argument, analyzing the types of reasoning used and their effectiveness, identifying ways in which the argument could be improved.</p> <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><b>Strand: Reading Informational Text</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>	<p><b>SE/TE:</b> <b>Three Cheers for the Nanny State</b> (Characteristics and Structures of Argument) p. 339 <b>Ban the Ban!   Soda's a Problem but...</b> (Characteristics and Structures of Argument) p. 349 <b>Ban the Ban!   Soda's a Problem but...</b> (Logical Reasoning and Logical Fallacies) p. 351 <b>from Acceptance Speech for the Nobel Peace Prize</b> (Group Discussion   <b>TE:</b> Types of Logical Reasoning) p. 279 <b>Three Cheers for the Nancy State   Ban the Ban • Soda's a Problem but...</b>(Timed Writing) p. 353 <b>To Fly</b> (Argumentative Essay) p. 600</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Reading Standards for Informational Text: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Reading Informational Text</b> <b>Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>	<p><b>SE/TE:</b> <b>A Computer in Your Head?</b> (Genre/Text Elements) p. 477 <b>A Computer in Your Head?</b> (Genre/Text Elements) p. 485 <b>To Fly</b> (Genre/Text Elements) p. 587</p>
	<p><b>Strand: Reading Informational Text</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>	<p><b>SE/TE:</b> <b>Ban the Ban!   Soda’s a Problem but...</b> (Media Connection) p. 346 <b>Gut Math   The Theory of Multiple Intelligences</b> (Compare Nonfiction and Media) p. 522 <b>The Theory of Multiple Intelligences</b> (Short Response) p. 537</p>
	<p><b>Strand: Reading Informational Text</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p><b>SE/TE:</b> <b>Three Cheers for the Nanny State   Ban the Ban!   Soda’s a Problem but...</b> (Compare Nonfiction) p. 332 <b>Ban the Ban!   Soda’s a Problem but...</b> (Compare Nonfiction) p. 352 <b>Three Cheers for the Nanny State   Ban the Ban!   Soda’s a Problem but...</b> (Timed Writing) p. 353</p>

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ELA.8.R.3 Reading Across Genres		
Interpreting Figurative Language		
<p>ELA.8.R.3.1 Analyze how figurative language contributes to meaning and explain examples of symbolism 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><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.</p>	<p><b>SE/TE:</b> <b>You Are the Electric Boogaloo   Just Be Yourself!</b> (Language and Tone) p. 101 <b>You Are the Electric Boogaloo   Just Be Yourself!</b> (Language and Tone) p. 93 <b>The Banana Tree</b> (Figurative Language, Symbol, and Mood) p. 45 <b>from Blue Words and Red Nines</b> (Figurative Language) p. 518 <b>Peer-Group Learning</b> (Analyzing Language Choices) p. 367 <b>The Medicine Bag</b> (Group Discussion: Symbol) p. 29 <b>from The Invention of Everything Else</b> (Word Choice: Figurative Language) p. 639</p>

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<p>Paraphrasing and Summarizing</p> <p>ELA.8.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><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>	<p><b>SE/TE:</b></p> <p><b>To Fly</b> (Paraphrase and Summarize) p. 588 <b>from Blue Nines and Red Words</b> (Paraphrase) p. 508 <b>Words Do Not Pay</b> (Paraphrase, Don't Plagiarize) p. 405 <b>Peer-Group Learning</b> (Analyzing Explicit and Implicit Meanings) p. 255 <b>To Fly</b> (Paraphrase and Summarize, item 3) p. 595</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>Comparative Reading</p> <p>ELA.8.R.3.3 Compare and contrast the use or discussion of archetypes in texts.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Archetypes.</p>	<p><b>Strand: Reading Literature</b> <b>Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p>	<p><b>SE/TE:</b>  <b>Briar Rose   Awake</b> (Archetypes in Literature) p. 392  <b>Icarus and Daedalus</b> (Research Report) p. 675  <b>Briar Rose   Awake</b> (Archetypes in Literature) p. 369  <b>Briar Rose   Awake (TE: Archetypes in Literature)</b> p. 387  <b>from The Song of Hiawatha</b> (Archetypes) p. 86</p>

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Understanding Rhetoric		
<p>ELA.8.R.3.4 Explain how an author uses rhetorical devices to support or advance an appeal.</p> <p>Benchmark Clarifications:  <i>Clarification 1:</i> Rhetorical devices for the purposes of this benchmark are the figurative language devices from 8.R.3.1 with the addition of irony, rhetorical question, antithesis, and zeugma.  <i>Clarification 2:</i> See Secondary Figurative Language.  <i>Clarification 3:</i> See Rhetorical Appeals and Rhetorical Devices.  <i>Clarification 4:</i> Students will explain the connection between an author’s use of rhetorical devices and the appeal—logos, ethos, or pathos—that is being made. Instruction should focus on ensuring students can explain how specific rhetorical devices contribute to the development of the rhetorical appeal(s) the author uses.</p>	No direct alignment to the LAFS	<p><b>SE/TE:</b>  <i>from Acceptance Speech for the Nobel Peace Prize</i> (Rhetorical Appeals and Devices) p. 269  <i>from Acceptance Speech for the Nobel Peace Prize</i> (Rhetorical Appeals and Devices) p. 277  <b>Three Cheers for the Nanny State   Ban the Ban!   Soda's a Problem but...</b> (Rhetorical Devices) p. 341  <b>Words Do Not Pay</b> (Characteristics of Argument: Emotional Appeals) p. 397  <b>Ban the Ban!   Soda's a Problem but...</b> (Characteristics and Structures of Argument) p. 349</p>

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<b>Communication</b>		
ELA.8.C.1 Communicating Through Writing		
Narrative Writing		
<p>ELA.8.C.1.2 Write personal or fictional narratives using narrative techniques, varied transitions, and a clearly established point of view.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Narrative Techniques.</p>	<p><b>Strand: Writing Standards Cluster 1: Text Types and Purposes</b></p> <p>LAFS.8.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 point of view 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, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p>	<p><b>SE/TE:</b></p> <p><b>Performance Task</b> (Write a Personal Narrative) pp. 62–71</p> <p><b>Performance Task</b> (Write a Short Story) pp. 602–611</p> <p><b>Flowers for Algernon</b> (Diary Entries) p. 474</p> <p><b>Uncle Marcos</b> (Personal Narrative) p. 584</p> <p><b>The Medicine Bag</b> (Retelling) p. 28</p>



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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	(Continued)
Argumentative Writing		
<p>ELA.8.C.1.3 Write to argue a position, supporting at least one claim and rebutting at least one counterclaim with logical reasoning, credible evidence from sources, elaboration, and using a logical organizational structure.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types and Elaborative Techniques.</p>	<p><b>Strand: Writing Standards Cluster 1: Text Types and Purposes</b></p> <p>LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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), counterclaims, 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><b>SE/TE:</b></p> <p><b>Performance Task</b> (Write an Argument: Editorial) pp. 354–363</p> <p><b>Performance-Based Assessment</b> (Argumentative Essay) pp. 424-425</p> <p><b>To Fly</b> (Argumentative Essay) p. 600</p> <p><b>A Computer in Your Head?</b> (Argumentative Essay) p. 488</p> <p><b>The Diary of Anne Frank, Act II</b> (Critical Review) p. 232</p>

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CPALMS Course 1001070 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>Expository Writing</p> <p>ELA.8.C.1.4 Write expository texts to explain and analyze information from multiple sources, using relevant supporting details, logical organization, and varied purposeful transitions.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> See Writing Types.</p>	<p><b>Strand: Writing Standards</b> <b>Cluster 1: Text Types and Purposes</b></p> <p>LAFS.8.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 into broader categories; 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, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied 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><b>SE/TE:</b> <b>Performance Task</b> (Write an Expository Essay) pp. 242–251 <b>Performance Task</b> (Write a Formal Research Paper) pp. 490–501 <b>The Setting Sun and the Rolling World</b> (Informational Report) p. 115 <b>Performance-Based Assessment</b> (Expository Essay) pp. 298–299 <b>Gut Math   Theory of Multiple Intelligences</b> (Timed Writing) p. 537</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)
<b>Improving Writing</b>		
<p>ELA.8.C.1.5 Improve writing by planning, editing, considering feedback from adults and peers, and revising for clarity and cohesiveness.</p>	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.8.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 8 on page 52.)</p>	<p><b>SE/TE:</b>  <b>Performance Task: Write a Personal Narrative</b> (Planning and Prewriting: Discover Your Topic: Freewrite!; Structure Your Narrative   Revising: Peer Review; Take a Closer Look at Your Draft   Editing: Focus on Sentences; Focus on Spelling and Punctuation) pp. 64–65, 68–71  <b>Performance Task: Write an Expository Essay (TE:</b> Quick Conference) pp. 243, 245, 246, 249, 250  <b>Performance Task: Write an Argument</b> (Planning and Prewriting: Get Peer Feedback   Revising: Peer Review; Take a Closer Look at Your Draft   Editing: Focus on Sentences; Focus on Capitalization and Punctuation; Editing Tips) pp. 356–357; 360–363  <b>Performance-Based Assessment</b> (Plan   Review and Edit) p. 299  <b>Performance-Based Assessment</b> (Plan   Review and Edit) p. 683</p>

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ELA.8.C.2 Communicating Orally		
Oral Presentation		
<p>ELA.8.C.2.1 Present information orally, in a logical sequence, supporting the central idea with credible evidence.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> At this grade level, the emphasis is on the content, but students are still expected to follow earlier expectations: volume, pronunciation, and pacing. <i>Clarification 2:</i> For further guidance, see the Secondary Oral Communication Rubric.</p>	<p><b>Strand: Standards for Speaking and Listening</b> <b>Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>SE/TE:</b> <b>Performance Task</b> (Present an Oral Report) pp. 292–293 <b>Performance Task</b> (Deliver an Oral Argument) pp. 418–419 <b>To Fly</b> (Informational Presentation) p. 601 <b>The Horned Toad</b> (Oral Presentation) p. 329 <b>Performance Task</b> (Give and Follow Oral Instructions) pp. 546–547</p>

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<p>ELA.8.C.3 Following Conventions</p> <p>Conventions</p>		
<p>ELA.8.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Skills to be mastered at this grade level are as follows:</p> <ul style="list-style-type: none"> <li>• Appropriately use passive and active voice.</li> <li>• Use semicolons to form sentences.</li> <li>• Use verbs with attention to voice and mood.</li> </ul> <p>Skills to be implemented but not yet mastered are as follows:</p> <ul style="list-style-type: none"> <li>• Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.</li> </ul> <p><i>Clarification 2:</i> See Convention Progression by Grade Level for more information.</p>	<p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.8.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 verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p>	<p><b>SE/TE:</b></p> <p><b>Performance Task</b> (Editing: Focus on Sentences: Active and Passive Voice   Focus on Spelling and Punctuation: Homophones; Using Commas with Nonrestrictive Phrases and Clauses) pp. 70–71</p> <p><b>Uncle Marcos</b> (Active and Passive Voice) p. 584</p> <p><b>Nikola Tesla: The Greatest Inventor of All?</b> (Commas and Semicolons) p. 625</p> <p><b>from Acceptance Speech for the Nobel Peace Prize</b> (Parallel Structures) p. 278</p> <p><b>Performance Task</b> (Editing: Focus on Sentences: Run-Ons and Commas Splices   Focus on Capitalization and Punctuation: Proper Nouns; Colons and Semicolons) pp. 362–363</p> <p><b>Briar Rose</b> (Verb Mood) p. 379</p> <p><b>Performance Task</b> (Create Coherence: Subject-Verb Agreement with Prepositional Phrases   Editing: Focus on Sentences: Subject-Verb Agreement in Sentences with Prepositional Phrases   Focus on Spelling and Punctuation: <i>-ch</i> or <i>-tch</i>?; Run-Ons and Comma Splices) pp. 607, 610–611</p> <p><b>Performance Task</b> (Editing: Focus on Sentences: Sentence Combining   Focus on Capitalization and Punctuation: Proper Nouns; Commas with Nonrestrictive Elements) pp. 250-251</p> <p><b>The Horned Toad</b> (Subject-Verb Agreement in Complex Sentences) p. 327</p>

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(Continued)	<p>(Continued)</p> <p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>c. Spell correctly.</li> </ul> <p><b>Strand: Language Standards Cluster 2: Knowledge of Language</b></p> <p>LAFS.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</li> </ul>	(Continued)

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ELA.8.C.4 Researching		
Researching and Using Information		
<p>ELA.8.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><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.8.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><b>SE/TE:</b> <b>Performance Task</b> (Write a Formal Research Paper) pp. 492–495 <b>A Computer in Your Head?</b> (Research Proposal) p. 489 <b>The Setting Sun and the Rolling World</b> (Informational Report) p. 115 <b>Words Do Not Pay</b> (Research Report) p. 405 <b>Icarus and Daedalus</b> (Research Report) p. 675</p>

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<b>Writing Standards: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p><b>SE/TE:</b>  <b>Bird   Ode to Teachers</b> (Timed Writing) p. 61  <b>The Diary of Anne Frank   Frank Family and World War II Timeline</b> (Timed Writing) p. 241  <b>Briar Rose   Awake</b> (Timed Writing) p. 395</p>
	<p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p>	<p><b>SE/TE:</b>  <b>Three Cheers for the Nanny State   Ban the Ban!   Soda’s a Problem but...</b> (Timed Writing) p. 353  <b>The Theory of Multiple Intelligences</b> (Timed Writing) p. 537  <b>Nikola Tesla: The Greatest Inventor of All?   from the Invention of Everything Else</b> (Timed Writing) p. 641</p>



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ELA.8.C.5 Creating and Collaborating		
Multimedia		
ELA.8.C.5.1 Integrate diverse digital media to emphasize the relevance of a topic or idea in oral or written tasks.	<p><b>Strand: Standards for Speaking and Listening</b> <b>Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	<p><b>SE/TE:</b> <b>Performance Task</b> (Publishing and Presenting) p. 363 <b>The Cremation of Sam McGee</b> (Multimedia Presentation) p. 417 <b>Performance Task</b> (Publishing and Presenting) p. 71 <b>Two Entries from an Encyclopedia of Logic</b> (Advertisements   Commercials) p. 545 <b>Performance Task</b> (Publishing and Presenting) p. 501</p>
Technology in Communication		
ELA.8.C.5.2 Use a variety of digital tools to collaborate with others to produce writing.	<p><b>Strand: Writing Standards</b> <b>Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>	<p><b>SE/TE:</b> <b>Performance Task</b> (Publishing and Presenting) p. 71 <b>from The Song of Hiawatha</b> (Mock-Epic) p. 91 <b>The Cremation of Sam McGee</b> (Multimedia Presentation) p. 417 <b>Performance Task</b> (Publishing and Presenting) p. 611 <b>Performance Task</b> (Revising: Peer Review) p. 498</p>

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<b>Writing Standards: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>SE/TE:</b>  <b>Performance Task: Write a Personal Narrative</b> (Elements of Personal Narratives   Take a Closer Look at the Assignment) pp. 62-63  <b>Performance Task: Write an Expository Essay</b> (Elements of Expository Essays   Take a Close Look at the Assignment) pp. 242-243  <b>Performance Task: Write an Argument: Editorial</b> (Elements of an Editorial   Take a Closer Look at the Assignment) pp. 354-355</p>
	<p><b>Strand: Writing Standards Cluster 4: Range of Writing</b></p> <p>LAFS.8.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><b>SE/TE:</b>  <i>The Diary of Anne Frank</i>   Frank Family and World War II Timeline (Timed Writing) p. 241  <b>Performance Task: Write a Formal Research Paper</b> pp. 490-501  <b>Performance Task: Write a Short Story</b> pp. 602-611</p>

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<b>Vocabulary</b>		
ELA.8.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.8.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> To integrate vocabulary, students will apply the vocabulary they have learned to authentic speaking and writing tasks independently. This use should be intentional, beyond responding to a prompt to use a word in a sentence. <i>Clarification 2:</i> Academic vocabulary appropriate to grade level refers to words that are likely to appear across subject areas for the current grade level and beyond, vital to comprehension, critical for academic discussions and writing, and usually require explicit instruction.</p>	<p><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.8.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><b>SE/TE:</b> <b>Unit Introduction</b> (Academic Vocabulary: Nonfiction Narrative) p. 5 <b>Unit Introduction</b> (Academic Vocabulary: Expository Text) p. 129 <b>Share Your Perspective</b> (Use New Words) p. 123 <b>Frank Family and World War II Timeline</b> (Media Vocabulary) p. 234 <b>from Anne Frank: Diary of a Young Girl</b> (Analysis and Discussion: Working as a Group) p. 263 <b>from Maus</b> (Media Vocabulary) p. 290</p>

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<p>Morphology</p> <p>ELA.8.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><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 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>precede, recede, secede</i>).</p>	<p><b>SE/TE:</b></p> <p><b>Unit Introduction</b> (Academic Vocabulary: Expository Text) p. 129</p> <p><b>Unit Introduction</b> (Academic Vocabulary: Fiction) p. 559</p> <p><b>The Setting Sun and the Rolling World</b> (Word Study: Greek Root: <i>-psych-</i>) p. 112</p> <p><b>Flowers for Algernon</b> (Word Study: Latin Prefix: <i>sub-</i>) p. 472</p> <p><b>from Anne Frank: Diary of a Young Girl</b> (Word Study: Latin Root: <i>-strict-</i>) p. 264</p> <p><b>You Are the Electric Boogaloo   Just Be Yourself!</b> (Word Study: Latin Suffix: <i>-ous</i>) p. 100</p>

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Context and Connotation		
<p>ELA.8.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.8.R.3.1 and Secondary Figurative Language.</p>	<p><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 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><b>SE/TE:</b>  <i>from Anne Frank: The Diary of a Young Girl</i> (Context Clues) p. 258  <b>Two Entries from an Encyclopedia of Logic</b> (Context Clues) p. 538  <i>from Blue Nines and Red Words</i> (Figurative Language) p. 518  <b>Icarus and Daedalus</b> (Concept Vocabulary: Shades of Meaning / Degrees of Intensity) p. 672  <b>The Setting Sun and the Rolling World</b> (Concept Vocabulary: Base Words) p. 106  <i>from The Song of Hiawatha</i> (Reference Materials) p. 78  <b>Icarus and Daedalus</b> (Reference Materials) p. 668  <b>The Diary of Anne Frank, Act I</b> (Denotation and Connotation) p. 194  <b>from The Invention of Everything Else</b> (Denotation and Connotation) p. 637</p>

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(Continued)	<p>(Continued)</p> <p><b>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</b></p> <p>LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p>	(Continued)

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<b>K-12 ELA Expectations</b>		
<p>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</p> <p><b>Clarifications:</b> K-1 Students include textual evidence in their oral communication with guidance and support from adults. The evidence can consist of details from the text without naming the text. During 1st grade, students learn how to incorporate the evidence in their writing.</p> <p>2-3 Students include relevant textual evidence in their written and oral communication. Students should name the text when they refer to it. In 3rd grade, students should use a combination of direct and indirect citations.</p> <p>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><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> <b>Peer-Group Learning</b> (Using Text Evidence) p. 75 <b>The Diary of Anne Frank, Act II</b> (Critical Review) p. 232 <b>Bird   Ode to Teachers</b> (Short Response   Timed Writing) p. 61 <b>from Eureka! Poems About Inventors</b> (Close Read) p. 662 <b>Words Do Not Pay</b> (Build Insight) p. 401 <b>The Diary of Anne Frank, Act I</b> (Build Insight) p. 191</p>

SE = Student Edition

TE = Teacher Edition

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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><b>Clarifications:</b> See <a href="#">Text Complexity</a> for grade-level complexity bands and a text complexity rubric.</p>	<p><b>Strand: Reading Literature Cluster 4: Range of Reading and Level of Text Complexity</b></p> <p>LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><b>Strand: Reading Informational Text Cluster 4: Range of Reading and Level of Text Complexity</b></p> <p>LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> <b>Poetry Collection</b> (Comprehension Strategy: Adjust Fluency) p. 50 <b>Three Cheers for the Nanny State</b> (Comprehension Strategy: Evaluate Details to Determine Central Ideas) p. 332 <b>from Acceptance Speech for the Nobel Peace Prize</b> (Comprehension Strategy: Reread) p. 270 <b>A Computer in Your Head?</b> (Comprehension Strategy: Establish a Purpose for Reading) p. 478 <b>The Horned Toad</b> (Comprehension: Make Connections) p. 314 <b>To Fly</b> (Build Insight) p. 595</p>



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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p> <p><b>Clarifications:</b> Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</b></p> <p>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> <b>The Setting Sun and the Rolling World</b> (Comprehension Strategy: Make Inferences) p. 106 <b>The Setting Sun and the Rolling World</b> (Build Insight: Strategy: Make Inferences) p. 111 <b>Uncle Marcos</b> (Comprehension Strategy: Make Inferences) p. 570 <b>The Cremation of Sam McGee</b> (Practice: items 1, 3) p. 416 <b>Peer-Group Learning</b> (Analyzing Explicit and Implicit Meanings) p. 255</p>

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p> <p><b>Clarifications:</b> In kindergarten, students learn to listen to one another respectfully.</p> <p>In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.</p> <p>In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation, and support claims and counterclaims with evidence.</p>	<p><b>Strand: Standards for Speaking and Listening</b> <b>Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 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 and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>SE/TE:</b> <b>Peer-Group Learning</b> (Working as a Group) p. 74 <b>The Medicine Bag</b> (Speaking and Listening) p. 29 <b>from Acceptance Speech for the Nobel Peace Prize</b> (Group Discussion) p. 279 <b>Icarus and Daedalus</b> (Analysis and Discussion: Working as a Group) p. 671 <b>Icebreaker</b> (Conduct a Discussion) p. 132</p>

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(Continued)	(Continued) d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	(Continued)
<p>ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.</p> <p><b>Clarifications:</b> Students will incorporate skills learned into work products to produce quality work. For students to incorporate these skills appropriately, they must receive instruction. A 3rd grade student creating a poster board display must have instruction in how to effectively present information to do quality work.</p>	No direct alignment to the LAFS	<p><b>SE/TE:</b>  <b>Performance Task</b> (Rules for Proper Citation) p. 501  <i>from Anne Frank: The Diary of a Young Girl</i> (Formal Letter) p. 267  <b>Performance Task</b> (Elements of Research Writing; Make an Outline) pp. 490-496  <b>Performance Task</b> (Elements of an Editorial; Structure Your Argument: Make a Plan) pp. 354-357  <i>from Eureka! Poems About Inventors</i> (Narrative Poem) p. 665</p>

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<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p> <p><b>Clarifications:</b> In kindergarten and 1st grade, students learn the difference between formal and informal language. For example, the way we talk to our friends differs from the way we speak to adults. In 2nd grade and beyond, students practice appropriate social and academic language to discuss texts.</p>	<p><b>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p>	<p><b>SE/TE:</b> <b>The Diary of Anne Frank, Act II</b> (Dramatic Reading) p. 233 <b>Uncle Marcos</b> (Panel Discussion) p. 585 <b>from Anne Frank: Diary of a Young Girl</b> (Voice and Perspective   Write It) p. 266 <b>Performance Task</b> (Revision Guide for Argument: Language and Style) p. 361 <b>Flowers for Algernon</b> (Visual Presentation) p. 475 <b>The Banana Tree</b> (Letter to the Author   Reflect on Your Writing) p. 46</p>
<b>Standards for Speaking and Listening: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.8.SL.1.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	<p><b>SE/TE:</b> <b>Bird   Ode to Teachers</b> (Inquiry and Research) p. 56 <b>The Diary of Anne Frank, Act I</b> (Inquiry and Research) p. 192 <b>Ban the Ban!   Soda’s a Problem but...</b> (Media Connection) p. 346</p>

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	<p><b>Strand: Standards for Speaking and Listening</b> <b>Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.8.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>SE/TE:</b> <i>from Acceptance Speech for the Nobel Peace Prize</i> (Genre/Text Elements) p. 277 <i>from Acceptance Speech for the Nobel Peace Prize</i> (Speaking and Listening) p. 279 <b>Words Do Not Pay</b> (Genre/Text Elements) p. 403</p>
<b>ELD</b>		
ELD.K12.ELL.LA. 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	<p><b>TE:</b> <b>The Diary of Anne Frank, Act I</b> (English Language Learners: Reading) p. 189 <b>Awake</b> (English Language Learners: Reading) p. 388 <b>Performance Task</b> (English Language Learners: Writing) p. 247 <b>The Horned Toad</b> (English Language Learners: Writing) p. 328 <b>The Horned Toad</b> (English Language Learners: Speaking) p. 329 <b>Ban the Ban!   Soda's a Problem but...</b> (English Language Learners: Listening) p. 346</p>
ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	No direct alignment to the LAFS	<p><b>TE:</b> <b>The Banana Tree</b> (English Language Learners: Speaking / Listening) p. 47 <b>The Diary of Anne Frank, Act I</b> (English Language Learners: Reading) p. 196 <b>Uncle Marcos</b> (English Language Learners: Use of Language) p. 568B <b>Words Do Not Pay</b> (English Language Learners: Speaking / Listening) p. 401 <b>Flowers for Algernon</b> (English Language Learners: Listening) p. 441 <b>Performance Task</b> (English Language Learners: Writing) p. 606</p>