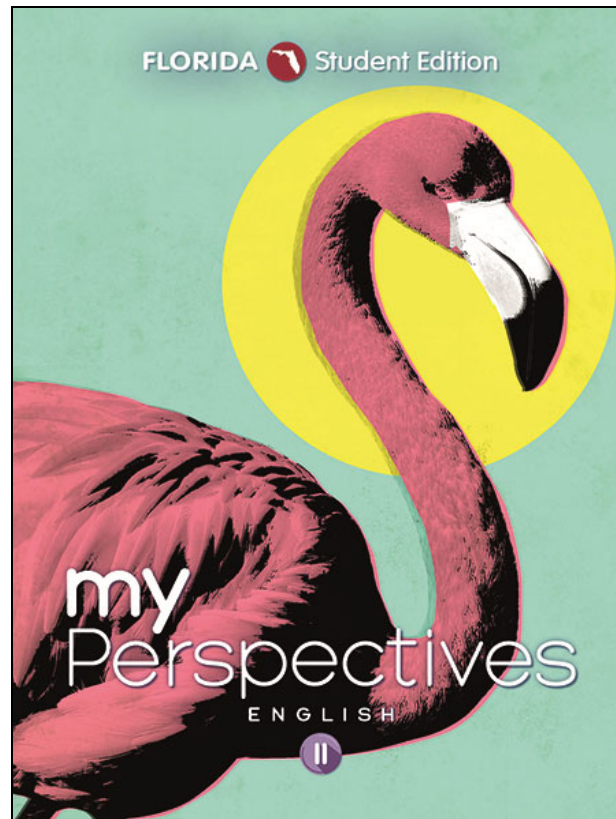


**A Crosswalk Correlation of  
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English Language Arts  
Grade 10, ©2022**



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

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<b>Reading</b>		
ELA.10.R.1 Reading Prose and Poetry		
Literary Elements		
<p>ELA.10.R.1.1 Analyze how key elements enhance or add layers of meaning and/or style in a literary text.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.910.RL.2.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><b>SE/TE:</b>  <b>The Necklace</b> (Setting and Plot) p. 291  <b>The Voyage of the <i>James Caird</i></b> (Diction, Syntax, and Voice) p. 215  <b>The Tempest, Act IV</b> (Literary Elements: Motif) p. 509  <b>from Life of Pi</b> (Character Development) p. 235  <b>Civil Peace</b> (Setting and Characterization) p. 307  <b>Through the Tunnel</b> (Linear Plot Development) p. 145  <b>The Seventh Man</b> (Diction, Syntax, and Mood) p. 165</p>

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Theme		
ELA.10.R.1.2 Analyze and compare universal themes and their development throughout a literary text.	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> <b>The Tempest / Poetry Collection 1</b> (Comparison-and-Contrast Essay) pp. 536–537 <b>Señor Noboa</b> (Development of Theme) p. 73 <b>Civil Peace</b> (Influence of Historical and Cultural Setting) p. 305 <b>Poetry Collection 1</b> (Author's Message) p. 258 <b>Poetry Collection</b> (Figurative Language, Mood, and Theme) p. 712</p>
Perspective and Point of View		
ELA.10.R.1.3 Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	<p><b>Strand: Reading Literature Cluster 2: Craft and Structure</b></p> <p>LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p><b>SE/TE:</b> <b>Through the Tunnel</b> (Coming-of-Age Narratives) p. 147 <b>Through the Tunnel / The Seventh Man (TE: Differentiated Instruction / On Level)</b> p. 166 <b>Poetry Collection</b> (Analysis and Discussion, Item 6   Differentiated Instruction / On Level) p. 83 <b>The Tempest, Act V</b> (Analysis, Item 2) p. 521</p>
Poetry		
ELA.10.R.1.4 Analyze how authors create multiple layers of meaning and/or ambiguity in a poem.	No direct alignment to the LAFS	<p><b>SE/TE:</b> <b>Poetry Collection</b> (Explicit and Implicit Meaning) p. 713 <b>Poetry Collection</b> (Poetic Text Structure and Purpose) p. 353 <b>Poetry Collection</b> (Poetic Structure) p. 85 <b>from King Midas</b> (Poetic Conventions: Form and Rhyme) p. 380 <b>Poetry Collection 1</b> (Graphic Elements in Poetry) p. 257 <b>Poetry Collection</b> (Figurative Language, Mood, and Theme) p. 712 <b>The Tempest, Act II</b> (Poetic Conventions: Meter) p. 476 <b>The Tempest, Act V</b> (Poetic Conventions: Types of Rhyme) p. 525</p>

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<b>READING STANDARDS FOR LITERATURE: LAFS that do not match B.E.S.T. Standards</b>		
	<p><b>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p>	<p><b>SE/TE:</b>  <b>The Golden Touch</b> (TE: Digital Perspectives) p. 364  <b>The Tempest, Act I</b> (TE: Digital Perspectives) p. 446  <b>Oedipus the King, Part I</b> (TE: Digital Perspectives) p. 633</p>
<p>ELA.10.R.2 Reading Informational Text Structure</p>		
<p>ELA.10.R.2.1 Analyze the impact of multiple text structures and the use of features in text(s).</p>	<p><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p><b>SE/TE:</b>  <b>The Many Lives of Hazel Bryan</b> (Multiple Text Structures) p. 109  <b>Understanding Forgiveness</b> (Text and Graphic Features) p. 573  <b>The Thrill of the Chase</b> (Purpose, Audience, and Structure) p. 392  <b>Lessons of Dr. Martin Luther King, Jr.</b> (Text Structure and Purpose) p. 97  <b>In La Rinconada, Peru, Searching for Beauty in Ugliness</b> (Characteristics and Structures of Informational Texts) p. 341</p>

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Central Idea		
<p>ELA.10.R.2.2 Analyze the central idea(s) of historical American speeches and essays.</p>	<p><b>Strand: Reading Informational Text</b> <b>Cluster 1: Key Ideas and Details</b></p> <p>LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p><b>SE/TE:</b>  <b>"I Have a Dream"</b> (Argumentation and Rhetoric) p. 23  <b>Letter From Birmingham Jail</b> (Characteristics and Structures of Arguments) p. 45  <b>"I Have a Dream" / Letter From Birmingham Jail</b> (Comparison-and-Contrast Essay) pp. 48–49  <b>Let South Africa Show the World How to Forgive</b> (Argumentation: Characteristics and Structural Elements   <b>TE:</b> Differentiated Instruction / On Level) p. 593  <b>The Moral Logic of Survivor Guilt</b> (Claims, Appeals, and Supporting Evidence) p. 175</p>

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

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



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

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

SE = Student Edition

TE = Teacher Edition

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<b>Comparative Reading</b>		
ELA.10.R.3.3 Analyze how mythical, classical, or religious texts have been adapted.	<p><b>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</b></p> <p>LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>	<p><b>SE/TE:</b>  <b>The Golden Touch / from King Midas</b> (Short Response   Timed Writing) p. 383  <b>Oedipus the King, Part I</b> (TE: Digital Perspectives: Analyzing Adaptations) p. 633  <b>Oedipus the King, Part II</b> (TE: Adapting Classical Texts) p. 659  <b>The Tempest, Act III</b> (TE: Digital Perspectives   Enriching the Text) p. 494  <b>The Golden Touch</b> (Analyze Adaptations: Midas and Dionysus) p. 359</p>
<b>Understanding Rhetoric</b>		
ELA.10.R.3.4 Analyze an author’s use of rhetoric in a text.	<p><b>Strand: Reading Informational Text Cluster 2: Craft and Structure</b></p> <p>LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p><b>SE/TE:</b>  <b>The Value of a Sherpa Life</b> (Text Structure and Rhetorical Appeals) pp. 243  <b>The Value of a Sherpa Life</b> (Rhetorical Devices) p. 244  <b>"I Have a Dream"</b> (Argumentation and Rhetoric) p. 23  <b>"I Have a Dream" / Letter From Birmingham Jail</b> (Comparison-and-Contrast Essay) pp. 48–49  <b>Oedipus the King, Part II</b> (Rhetorical Devices) p. 675  <b>In La Rinconada, Peru, Searching for Beauty in Ugliness</b> (Author's Use of Rhetoric) p. 342  <b>Let South Africa Show the World How to Forgive</b> (Argument: Characteristics and Structural Elements) p. 593  <b>Peer-Group Learning</b> (Rhetorical Choices and Meaning) p. 553</p>

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

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	(Continued)
<b>Argumentative Writing</b>		
<p>ELA.10.C.1.3 Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.</p>	<p><b>Strand: Writing Standards Cluster 1: Text Types and Purposes</b></p> <p>LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p><b>SE/TE:</b>  <b>Performance Task</b> (Write an Argumentative Essay) pp. 184–193  <b>Performance-Based Assessment</b> (Argumentative Essay) pp. 266–267  <b>Performance Task</b> (Write an Argument: Literary Analysis Essay) pp. 538–547  <b>Performance-Based Assessment</b> (Argumentative Essay) pp. 602–603  <b>Understanding Forgiveness</b> (Position Paper) p. 575  <b>Lessons of Dr. Martin Luther King, Jr.</b> (Position Paper) p. 99</p>

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	(Continued)

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CPALMS Course 1001340 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
<p>Expository Writing</p> <p>ELA.10.C.1.4 Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.</p>	<p><b>Strand: Writing Standards</b> <b>Cluster 1: Text Types and Purposes</b></p> <p>LAFS.910.W.1.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>SE/TE:</b> <b>Performance Task</b> (Write a Formal Research Report) pp. 50–61 <b>Remembering Civil Rights History, When "Words Meant Everything"</b> (Expository Essay) p. 15 <b>"I Have a Dream" / Letter From Birmingham Jail</b> (Writing to Compare: Comparison-and-Contrast Essay) pp. 48–49 <b>The Tempest / Poetry Collection 1</b> (Writing to Compare: Comparison-and-Contrast Essay) p. 536–537 <b>Timed Writing</b> (Expository Essay) pp. 62–63 <b>Performance-Based Assessment</b> (Expository Essay) pp. 412–413 <b>Civil Peace</b> (Response to Literature) p. 308</p>

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(Continued)	(Continued) d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	(Continued)
<b>Improving Writing</b>		
<p>ELA.10.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to address the needs of a specific audience.</p>	<p><b>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</b></p> <p>LAFS.910.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)</p>	<p><b>SE/TE:</b></p> <p><b>Performance Task: Write an Expository Essay</b> (Planning and Prewriting: Quick Fact-Check, Key Concept   Revising: Peer Review   Editing: ] Editing Tips) pp. 318, 322, 325</p> <p><b>Performance Task: Write a Short Story (TE: Quick Conference)</b> pp. 679, 681, 682, 685, 686</p> <p><b>Performance Task: Write a Formal Research Report</b> (Planning and Prewriting: Key Concept: Target Audiences   Revising: Peer Review   Editing: Editing Tips) pp. 52, 58, 61</p> <p><b>Performance Task: Write an Argumentative Essay</b> (Planning and Prewriting: Tip: Specific Audience   Revising: Peer Review   Editing: Editing Tips) pp. 186, 190, 193</p> <p><b>Performance Task: Write an Argument/Literary Analysis</b> (Revising: Peer Review   Editing: Editing Tips) pp. 544, 547</p> <p><b>Performance Task: Deliver a Multimedia Presentation</b> (Revise and Present) p. 261</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.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>SE/TE:</b>  <b>Performance Task: Write a Formal Research Report</b> (Elements of Research Writing   Take a Closer Look at the Assignment) pp. 50-51  <b>Performance Task: Write an Argumentative Essay</b> (Elements of Argumentative Essays   Take a Closer Look at the Assignment) pp. 184-185  <b>Performance Task: Write a Short Story</b> (Elements of Short Stories   Take a Closer Look at the Assignment) pp. 678-679</p>
	<p><b>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</b></p> <p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p><b>SE/TE:</b>  <b>Civil Peace</b> (Composition) p. 308  <b>The Golden Touch   from King Midas</b> (Timed Writing) p. 383  <b>Poetry Collection</b> (Timed Writing) p. 715</p>

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

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

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ELA.10.C.3 Following Conventions		
Conventions		
<p>ELA.10.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>Strand: Language Standards Cluster 1: Conventions of Standard English</b></p> <p>LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p>	<p><b>SE/TE:</b></p> <p><b>Performance Task: Write an Argumentative Essay</b> (Run-Ons and Comma Splices   Capitalization: Proper Nouns   Punctuation: Colons and Semicolons) pp. 192–193</p> <p><b>Performance Task: Write an Expository Essay</b> (Active and Passive Voice   Spelling: Prefixes of Negation   Punctuation: Conjunctive Adverbs) pp. 324–325</p> <p><b>Performance Task: Write a Short Story</b> (Sentence Fragments   Spelling: Contractions   Punctuation: Commas with Phrases and Clauses) pp. 686–687</p> <p><b>"I Have a Dream"</b> (Parallel Constructions) p. 25</p> <p><b>Letter From Birmingham Jail</b> (Relative Clauses) p. 47</p> <p><b>The Country of the Blind</b> (Subject-Verb Agreement) p. 742</p> <p><b>from Life of Pi</b> (Participial and Absolute Phrases) p. 236</p> <p><b>The Moral Logic of Survivor Guilt</b> (Punctuation) p. 177</p> <p><b>Oedipus the King, Part II</b> (Spelling Patterns: The <i>f</i> Sound) p. 674</p>

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

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

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

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

SE = Student Edition

TE = Teacher Edition



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

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

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

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

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

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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p><b>Strand: Reading Literature Cluster 1: Key Ideas and Details</b></p> <p>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b>  <b>Señor Noboa</b> (Make Inferences) p. 68  <b>Oedipus the King, Part II</b> (Make Inferences) p. 652  <b>from Life of Pi</b> (Make Inferences) p. 224  <b>from Life of Pi</b> (Analysis and Discussion) p. 233  <b>Señor Noboa</b> (Analysis and Discussion) p. 71  <b>Poetry Collection</b> (Figurative Language, Mood, and Theme; Practice Item 1) p. 712</p>
<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>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</b></p> <p>LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SE/TE:</b>  <b>Poetry Collection 1</b> (Group Discussion) p. 259  <b>Peer-Group Learning</b> (Collaborate with Your Group) p. 66  <b>The Tempest, Act V</b> (Speaking and Listening: Panel Discussion) p. 527  <b>Peer-Group Learning</b> (Collaborate with Your Group) p. 552  <b>The Country of the Blind</b> (Working as a Group) p. 739  <b>Unit Introduction</b> (Icebreaker: Shop 'Til You Drop?) p. 276</p>

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(Continued)	(Continued) b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	(Continued)
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	No direct alignment to the LAFS.	<b>SE/TE:</b> <b>The Key to Disaster Survival? Friends and Neighbors</b> (Formal Letter: Professional Letter Template) p. 183 <b>Performance Task: Write a Formal Research Report</b> (Use Source Materials Ethically; In-Text Citations) p. 57 <b>Unit Introduction</b> (Icebreaker: Friendly Letter Format) p. 612 <b>Civil Peace</b> (Display Academic Citations) p. 304 <b>Oedipus the King, Part II</b> (Academic Discussion: Draft the Summary) p. 677

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ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	<p><b>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</b></p> <p>LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p><b>SE/TE:</b>  <b>Poetry Collection</b> (Oral Interpretation: Use Your Voice Appropriately) p. 87  <b>Through the Tunnel / The Seventh Man</b> (Comparison-and-Contrast Essay: Key Concept: Tone and Voice) p. 167  <b>Performance Task: Present an Oral Response to Literature</b> (Rehearse, Revise, and Present) p. 761  <b>The Moral Logic of Survivor Guilt</b> (Encyclopedia Entry) p. 178  <b>The Key to Disaster Survival? Friends and Neighbors</b> (Formal Letter: Plan Your Content) p. 183  <b>Performance Task: Write a Formal Research Report</b> (Revising: Language and Style) pp. 58–59</p>
<b>ELD</b>		
ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	No direct alignment to the LAFS	<p><b>TE:</b>  <b>Lessons of Dr. Martin Luther King, Jr.</b> (English Language Learners: Use of Language) p. 88B  <b>Poetry Collection</b> (English Language Learners: Listening) p. 705  <b>from Life of Pi</b> (English Language Learners: Reading) p. 224  <b>The Value of a Sherpa Life</b> (English Language Learners: Writing) p. 244  <b>Poetry Collection 1</b> (English Language Learners: Speaking / Listening) p. 255</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 Voyage of the James Caird</b> (English Language Learners: Speaking) p. 214  <b>Independent Learning</b> (English Language Learners: Listening) p. 117  <b>The Thrill of the Chase</b> (English Language Learners: Levels of Meaning) p. 384B  <b>Poetry Collection 2</b> (English Language Learners: Listening) p. 579  <b>Unit Introduction</b> (English Language Learners: Speaking) p. 128</p>