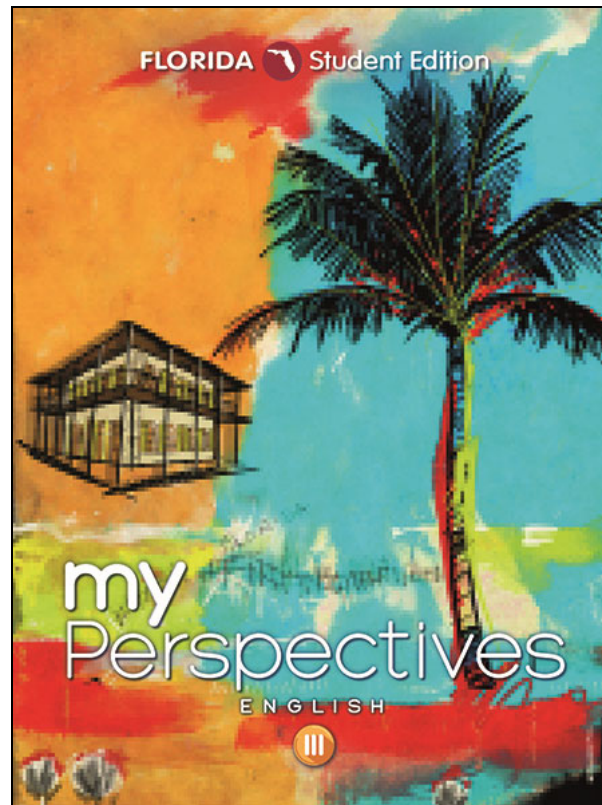


**A Crosswalk Correlation of
myPerspectives Florida
English Language Arts
Grade 11, ©2022**



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

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Reading		
ELA.11.R.1 Reading Prose and Poetry		
Literary Elements		
ELA.11.R.1.1 Evaluate how key elements enhance or add layers of meaning and/or style in a literary text.	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RL.1.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>SE/TE: The Writings of Walt Whitman (Diction & Voice) p. 189 Everyday Use (Character, Plot, and Theme) p. 859 Hiawatha the Unifier (Diction, Syntax, and Tone) p. 27 The Crucible, Act II (Dramatic Elements) p. 696 Introduction from The Way to Rainy Mountain • Poetry Collection 2 (Writing to Compare) pp. 602–603 from Walden • from Civil Disobedience (Language and Style) p. 258 The Story of an Hour (Literary Elements: Irony) p. 386 The Poetry of Langston Hughes (Syntax and Mood) p. 400</p>
Theme		
ELA.11.R.1.2 Track and analyze universal themes in literary texts from different times and places.	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>SE/TE: Poetry Collection 1 (Universal Themes Across Time) p. 132 An Occurrence at Owl Creek Bridge • The Jilting of Granny Weatherall (Writing to Compare) pp. 946–947 Hiawatha the Unifier (Myth, Context, and Theme) p. 25 The Leap (Literary Devices and Theme) p. 889 The Crucible, Act I (Setting, Plot, Characterization, and Theme) p. 669 A White Heron (Thematic Development) p. 509</p>

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Perspective and Point of View		
ELA.11.R.1.3 Analyze the author's choices in using juxtaposition to define character perspective	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.1112.RL.2.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>SE/TE: Everyday Use (Character Perspective) p. 861 The Story of an Hour (Aspects of Setting; Key Concept: Character's Perspective) p. 385 The Jilting of Granny Weatherall (Narrative Structure) p. 944 The Notorious Jumping Frog of Calaveras County (Literary Elements and Plot Key Concept: Juxtaposition) p. 489 An Occurrence at Owl Creek Bridge (Text Structure and Purpose) p. 930</p>
Poetry		
ELA.11.R.1.4 Analyze ways in which poetry reflects themes and issues of its time period.	No direct alignment to the LAFS	<p>SE/TE: Extended Study: Project (Literary Analysis Essay) pp. 410–411 Poetry Collection 1 (Universal Themes Across Time) p. 132 The Love Song of J. Alfred Prufrock (Key Concept: Poetry in the Twentieth Century) p. 283 Runagate Runagate (Elements of Poetry: Speaker Key Concept Note: Poetry in its Time Period) p. 796 Poetry Collection 2 (Analysis and Discussion) p. 406</p>
READING STANDARDS FOR LITERATURE: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.1112.RL.2.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SE/TE: The Notorious Jumping Frog of Calaveras County (Literary/Text Elements) p. 489 The Crucible, Act I (Literary/Text Elements) p. 668 Antojos (Literary/Text Elements) p. 811</p>

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ELA.11.R.2 Reading Informational Text		
Structure		
ELA.11.R.2.1 Evaluate the structure(s) and features in texts.	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SE/TE: A Brief History of the Short Story (Structures and Features of Informational Text) p. 915 Declaration of Independence (Structure of an Argument) p. 41 from The United States Constitution: A Graphic Adaptation (Media Vocabulary) p. 104 from America's Constitution: A Biography • from The United States Constitution: A Graphic Adaptation (Compare Structures and Features) p. 112 from Life on the Mississippi (Structure and Author's Purpose) p. 475 Innovators and Their Inventions (Media Vocabulary: Print and Graphic Features) p. 268</p>
Central Idea		
ELA.11.R.2.2 Analyze the central idea(s) of speeches and essays from the Classical Period.	<p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>SE/TE: Pericles' Funeral Oration (Central Idea: Purpose and Audience) p. 147 Pericles' Funeral Oration (Author's Choices: Structure) p. 148 from On Duties (Central Idea and Author's Purpose) p. 821 from What to the Slave Is the Fourth of July? (Evaluate Details to Determine Central Ideas) p. 324</p>

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Purpose and Perspective		
<p>ELA.11.R.2.3 Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays from the Classical Period.</p>	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.1112.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>SE/TE: Pericles' Funeral Oration (Central Idea: Purpose and Audience) p. 147 Pericles' Funeral Oration (Author's Choices: Structure) p. 148 from On Duties (Central Idea and Author's Purpose) p. 821 from On Duties (Sentence Variety) p. 822 Second Inaugural Address (Text Structure, Purpose, and Message) p. 349</p>
Argument		
<p>ELA.11.R.2.4 Compare the development of multiple arguments on the same topic, evaluating the effectiveness and validity of the claims, the authors' reasoning, and the ways in which the authors use the same information to achieve different ends.</p>	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p>	<p>SE/TE: Declaration of Sentiments • from An Address of Female Suffrage (Writing to Compare) pp. 438–439 Speech in the Convention (Research and Extend: Compare an Opposing Argument) p. 50 from What to the Slave Is the Fourth of July? (Characteristics and Structures of Arguments) p. 331 Speech in the Virginia Convention (Development of Arguments) p. 61 from An Address of Female Suffrage (Structure and Features of Argument) p. 436</p>

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READING STANDARDS FOR INFORMATIONAL TEXT: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>SE/TE: Speech in the Virginia Convention (Literary/Text Elements) p. 61 from What to the Slave Is the Fourth of July? (Literary/Text Elements) p. 331 Ain't I a Woman? (Literary/Text Elements) p. 417</p>
	<p>Strand: Reading Informational Text Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>SE/TE: Declaration of Independence (Literary/Text Elements) p. 39 Speech in the Convention Speech in the Virginia Convention (Writing to Compare) p. 64 Gettysburg Address Second Inaugural Address (Writing to Compare) p. 352</p>

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ELA.11.R.3 Reading Across Genres		
Interpreting Figurative Language		
ELA.11.R.3.1 Analyze the author's use of figurative language and explain examples of allegory.	<p>Strand: Reading Literature Cluster 2: Craft and Structure</p> <p>LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>SE/TE: A Wagner Matinée (Figurative Language) p. 298 The Writings of Walt Whitman (Poetic Structures Key Concept Note: Allegory) p. 187 Poetry Collection 2 (Figurative Language) p. 590 The Crucible, Act IV (Literary Devices: Allegory) p.751 Poetry Collection 1 (Language and Meaning) p. 570 The Jilting of Granny Weatherall (Figurative Language) p. 945</p>

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Paraphrasing and Summarizing		
ELA.11.R.3.2 Paraphrase content from grade-level texts.	No direct alignment to the LAFS	SE/TE: Pericles' Funeral Oration (Paraphrase) p. 134 Pericles' Funeral Oration (Speech) p. 149 The Notorious Jumping Frog of Calaveras County (Paraphrase) p. 480 from On Duties (Paraphrase) p. 814 The Crucible, Act II (Build Insight) p. 694
Comparative Reading		
ELA.11.R.3.3 Compare and contrast how contemporaneous authors address related topics, comparing the authors' use of reasoning, and analyzing the texts within the context of the time period.	<p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas</p> <p>LAFS.1112.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>SE/TE:</p> <p>Declaration of Sentiments • from An Address of Female Suffrage (Writing to Compare) pp. 438-439</p> <p>Speech in the Convention • Speech in the Virginia Convention (Writing to Compare) pp. 64–65</p> <p>Speech in the Virginia Convention (Inquiry and Research: Analyze Reasoning) p. 60</p> <p>The American Revolution: Political Imagery (Analysis Media Vocabulary) pp. 71, 72</p>

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Understanding Rhetoric		
ELA.11.R.3.4 Evaluate an author's use of rhetoric in text.	<p>Strand: Reading Informational Text Cluster 2: Craft and Structure</p> <p>LAFS.1112.RI.2.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>SE/TE: <i>from</i> What to the Slave Is the Fourth of July? (Author's Use of Rhetoric) p. 333 Speech in the Virginia Convention (Persuasive Appeals) p. 63 Declaration of Independence (Rhetorical Appeals) p. 39 A Literature of Place (Diction, Syntax, and Rhetorical Devices) p. 541 Gettysburg Address (Rhetorical Devices) p. 343</p>
Communication		
ELA.11.C.1 Communication Through Writing		
Narrative Writing		
ELA.11.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives.	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE/TE: Performance Task (Write a Short Story) pp. 892–903 Performance Task (Write a Personal Narrative) pp. 214–225 Antojos (Short Story) p. 813 <i>from</i> Life on the Mississippi (Personal Essay) p. 478 The Leap (Interior Monologue) p. 890 The Rockpile (Narrative Point of View Write) p. 960</p>

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(Continued)	(Continued) b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	(Continued)

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Argumentative Writing		
<p>ELA.11.C.1.3 Write literary analyses to support claims, using logical reasoning, credible evidence from sources, and elaboration, demonstrating an understanding of literary elements.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p>SE/TE: Performance Task (Literary Analysis Essay) pp. 756–767 Extended Study: Project (Literary Analysis Essay) pp. 410–411 Hiawatha the Unifier (Literary Analysis) p. 28 from Nature • from Self-Reliance (Analytic Response) p. 243 Performance-Based Assessment (Response to Literature) pp. 830–831</p>

SE = Student Edition

TE = Teacher Edition

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(Continued)	(Continued) c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Expository Writing		
<p>ELA.11.C.1.4 Write an analysis of complex texts using logical organization and a tone and voice appropriate to the task and audience, demonstrating an understanding of the subject.</p>	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes</p> <p>LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>SE/TE: An Occurrence at Owl Creek Bridge • The Jilting of Granny Weatherall (Writing to Compare) pp. 946–947 Gettysburg Address • Second Inaugural Address (Writing to Compare) pp. 352–353 Speech in the Convention • Speech in the Virginia Convention (Writing to Compare) pp. 64–65 Performance-Based Assessment (Expository Essay) pp. 446–447 Everything Stuck to Him (Response to Literature) p. 876 from Dust Tracks on a Road (Rhetorical Analysis) p. 561 Extended Study: Project (Analytical Essay) pp. 580–581</p>

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CPALMS Course 1001370 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	(Continued)
Improving Writing		
<p>ELA.11.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to improve clarity, structure, and style.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>SE/TE: Performance Task: Write a Personal Narrative (Planning and Prewriting: Discuss Revising: Peer Review Editing: Editing Tips) pp. 216, 222, 225 Performance Task: Write a Literary Analysis Essay (TE: Quick Conference) pp. 757, 759, 760, 762, 765 A White Heron (Key Concept: Improving Writing) p. 511 Antojos (Revise with Peer Feedback) p. 813 Performance Task: Write an Argumentative Essay (Planning and Prewriting: Discuss Revising: Peer Review) pp. 76, 82 The Leap (Research Report Tip) p. 891</p>

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WRITING STANDARDS: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE/TE: Performance Task: Write an Argumentative Essay (Elements of Argumentative Essays Take a Closer Look at the Assignment) pp. 74-75 Performance Task: Write a Personal Narrative (Elements of Personal Narratives Take a Closer Look at the Assignment) pp. 214-215 Performance Task: Write a Formal Research Report (Elements of Research Writing Take a Closer Look at the Assignment) pp. 362-363</p>
	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>SE/TE: Hiawatha the Unifier (Composition) p. 28 The Notorious Jumping Frog of Calaveras County (Composition) p. 492 A White Heron (Composition) p. 512</p>

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	<p>Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge</p> <p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<p>SE/TE: <i>from Nature from Self-Reliance</i> (Composition) p. 243 <i>Declaration of Sentiments from An Address of Female Suffrage</i> (Writing to Compare) p. 438 <i>from Dust Tracks on a Road</i> (Composition) p. 561</p>
	<p>Strand: Writing Standards Cluster 4: Range of Writing</p> <p>LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: <i>from Emily Dickinson</i> (Timed Writing) p. 213 Performance Task: Write a Formal Research Report pp. 362-373 Performance Task: Write an Expository Essay pp. 514-525</p>

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

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ELA.11.C.3 Following Conventions		
Conventions		
<p>ELA.11.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly.</p>	<p>SE/TE:</p> <p>Performance Task: Write an Argumentative Essay (Editing: Subject-Verb Agreement Usage: Commonly Confused Words Punctuation: Semicolons) pp. 84–85</p> <p>Performance Task: Write an Expository Essay (Editing: Syntax: Sentence Structure Spelling: Prefixes of Negation Punctuation: Conjunctive Adverbs) pp. 524–525</p> <p>Performance Task: Write an Argument: Literary Analysis (Editing: Consistent Verb Tense Capitalization: Titles of Literary Works Punctuation: Dashes and Parentheses) pp. 766–767</p> <p>Declaration of Sentiments (Types of Clauses) p. 427</p> <p>A Brief History of the Short Story (Active and Passive Voice) p. 916</p> <p>from The Interesting Narrative of the Life of Olaudah Equiano (Subject-Verb Agreement) p. 122</p> <p>Performance-Based Assessment (Writing and Language) p. 970</p> <p>The Jilting of Granny Weatherall (Word Study: Spelling Patterns: dis- and dys-) p. 943</p>
LANGUAGE STANDARDS: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>SE/TE:</p> <p>Declaration of Independence (Composition) p. 42</p> <p>from The Interesting Narrative of the Life of Olaudah Equiano (TE: Vocabulary Development) p. 116</p> <p>The Crucible, Act IV (Word Study) p. 750</p>

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	<p>Strand: Language Standards Cluster 1: Conventions of Standard English</p> <p>LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>SE/TE: <i>from The Interesting Narrative of the Life of Olaudah Equiano</i> (TE: Vocabulary Development) p. 116 <i>from An Address of Female Suffrage</i> (Concept Vocabulary Comprehension Strategy) p. 428 Runagate Runagate (Concept Vocabulary) p. 788</p>
	<p>Strand: Language Standards Cluster 2: Knowledge of Language</p> <p>LAFS.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>SE/TE: Hiawatha the Unifier (Author's Craft) p. 27 The Poetry of Langston Hughes (Author's Craft) p. 400 Performance Task: Write an Expository Essay (Focus on Sentences) p. 524</p>

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

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(Continued)	(Continued) LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	(Continued)
ELA.11.C.5 Creating and Collaborating		
Multimedia		
ELA.11.C.5.1 Create digital presentations to improve the experience of the audience.	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: The American Revolution: Political Imagery (Political Infomercial) p. 73 from Farewell to Manzanar (Multimedia Digital Presentation) p. 787 The Love Song of J. Alfred Prufrock (Formal Digital Presentation) p. 285 Perspectives on Lincoln (Digital Presentation) p. 361 The Rockpile (Podcast Drama) p. 961</p>

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

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Technology in Communication		
<p>ELA.11.C.5.2 Create and export quality writing tailored to a specific audience, integrating multimedia elements, publishing to an online or LAN site.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing</p> <p>LAFS.1112.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: <i>from Farewell to Manzanar</i> (Multimedia Digital Presentation) p. 787 <i>from What to the Slave Is the Fourth of July?</i> (Research Report) p. 334 Performance Task: Write a Formal Research Report (Publishing and Presenting: Integrate Media Share Online) p. 373 Performance Task: Write an Expository Essay (Publishing and Presenting: Integrate Media Share Online) p. 525 Performance Task: Write a Literary Analysis (Publishing and Presenting: Integrate Media Share Online) p. 767 Performance Task: Write a Short Story (Publishing and Presenting: Integrate Media Share Online) p. 903</p>
Vocabulary		
ELA.11.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.11.V.1.1 Integrate academic vocabulary appropriate to grade level in speaking and writing.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Introduction (Academic Vocabulary: Argument) p. 5 Peer-Group Learning (Respond to Texts: Use Content and Academic Vocabulary) p. 379 Everything Stuck to Him (Partner Discussion) p. 877 Performance Task: Write a Formal Research Report (Revising: Diction Revision Guide: Language and Style) pp. 370–371 Unit Introduction (Academic Vocabulary: Expository Text) p. 453 A White Heron (Two Sides Discussion: Use Content and Academic Vocabulary) p. 513 Gettysburg Address • Second Inaugural Address (Writing to Compare: Rhetorical Analysis TE: Focus on Tone and Voice) p. 353 Performance-Based Assessment (Use New Vocabulary) p. 611</p>

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Morphology		
<p>ELA.11.V.1.2 Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>SE/TE:</p> <p>Hiawatha the Unifier (Word Study: Latin Prefix: <i>com-</i> or <i>con-</i>) p. 26</p> <p>Declaration of Independence (Word Study: Latin Root: <i>-rect-</i>) p. 40</p> <p>The Love Song of J. Alfred Prufrock (Word Study: Latin Prefixes: <i>di-/dis-</i>) p. 282</p> <p>Poetry Collection 2 (Word Study: Etymology: Old English Word Origins) p. 407</p> <p>Poetry Collection 2 (Word Study: Etymology) p. 589</p> <p>The Poetry of Emily Dickinson (Word Study: Word Derivations) p. 204</p> <p>from On Duties (Word Study: Latin Root Word: <i>domus</i>) p. 820</p> <p>Speech in the Virginia Convention (Word Study: Words from Mythology) p. 62</p>
Context and Connotation		
<p>ELA.11.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.</p>	<p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE:</p> <p>The Notorious Jumping Frog of Calaveras County (Word Study: Denotation and Connotation) p. 490</p> <p>Poetry Collection 1 (Context Clues) p. 124</p> <p>Poetry Collection 1 (Context Clues) p. 562</p> <p>You Got a Song, Man (Word Study: Nuanced Meanings) p. 264</p> <p>The Poetry of Langston Hughes (Context Clues and Figurative Language) p. 390</p> <p>A Brief History of the Short Story (Context Clues from Word Relationships) p. 910</p> <p>from Dust Tracks on a Road (Author’s Use of Language: Idioms Key Concept: Idioms) p. 560</p> <p>Poetry Collection 1 (Word Study: Multiple Meanings) p. 130</p> <p>The Jilting of Granny Weatherall (Familiar Word Parts) p. 932</p> <p>The Story of an Hour (Word Study: Denotation and Connotation) p. 384</p> <p>Runagate Runagate (Use Reference Materials) p. 788</p> <p>(Continued)</p>

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(Continued)	<p>(Continued)</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Strand: Language Standards Cluster 3: Vocabulary Acquisition and Use</p> <p>LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	

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K-12 ELA Expectations		
<p>ELA.K12.EE.1.1 Cite evidence to explain and justify reasoning.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: Peer-Group Learning (Use Text Evidence) p. 91 Performance Task: Write an Argumentative Essay (Structure Your Argument: Make a Plan) p. 77 Performance Task: Write a Literary Analysis (Gather Support Use Effective Elaborative Techniques) p. 761 The Poetry of Emily Dickinson • from Emily Dickinson (Multiple Choice Short Response Timed Writing) pp. 212–213 Declaration of Sentiments (Build Insight) p. 424 Peer-Group Learning (Use Text Evidence) p. 773</p>

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

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<p>ELA.K12.EE.3.1 Make inferences to support comprehension.</p>	<p>Strand: Reading Literature Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Strand: Reading Informational Text Cluster 1: Key Ideas and Details</p> <p>LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: Introduction from The Way to Rainy Mountain (Comprehension Strategy: Make Inferences) p. 592 Introduction from The Way to Rainy Mountain (Build Insight) p. 598 from The Interesting Narrative of the Life of Olaudah Equiano (Comprehension Strategy: Make Inferences) p. 114 Everyday Use (Comprehension Strategy: Make Inferences) p. 848 A Wagner Matinée (Comprehension Strategy: Make Inferences) p. 286 The Jilting of Granny Weatherall (Comprehension Strategy: Make Inferences) p. 932</p>

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<p>ELA.K12.EE.4.1 Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>Strand: Standards for Speaking and Listening Cluster 1: Comprehension and Collaboration</p> <p>LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>SE/TE: Peer-Group Learning (Collaborate with Your Group Respond to the Texts) pp. 908–909 Performance Task: Conduct a Panel Discussion (Plan with Your Group Conduct the Discussion) pp. 300–301 Peer-Group Learning (Collaborate with Your Group) p. 230 Performance Task: Present an Advertisement (Present, Analyze, and Discuss) p. 825 Peer-Group Learning (Collaborate with Your Group) p. 772 A White Heron (Two-Sides Discussion) p. 513 Everyday Use (Partner Discussion) p. 863</p>

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(Continued)	(Continued) c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	(Continued)
ELA.K12.EE.5.1 Use the accepted rules governing a specific format to create quality work.	No direct alignment to the LAFS	SE/TE: from The Interesting Narrative of the Life of Olaudah Equiano (Professional Correspondence) p. 123 Performance Task: Write a Formal Research Report (Editing: Rules for Proper Citation) p. 373 Gettysburg Address (Inquiry and Research: Citations) p. 340 A Wagner Matinée (Formal Letter) p. 299 Performance Task: Write a Formal Research Report (Key Concept: In-Text Citations Write) p. 369 The Poetry of Emily Dickinson (Friendly Letter) p. 206 Everyday Use (Letter of Recommendation) p. 862

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ELA. K12.EE.6.1 Use appropriate voice and tone when speaking or writing.	<p>Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas</p> <p>LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p>SE/TE: <i>from</i> What to the Slave Is the Fourth of July? (Dramatic Reading) p. 335 <i>from</i> Life on the Mississippi • The Notorious Jumping Frog of Calaveras County (Extended Study: Project Use an Appropriate Voice and Tone) pp. 494–495 Peer-Group Learning (Respond with Appropriate Voice and Tone) p. 909 Everyday Use (Partner Discussion) p. 863 Gettysburg Address • Second Inaugural Address (Compare Within Genre: Focus on Tone and Voice Key Concept: Academic Voice) p. 353 A Brief History of the Short Story (Group Discussion: Participate in the Discussion Key Concept: Effective Vocabulary and Voice) p. 917</p>
ELD		
ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.	No direct alignment to the LAFS	<p>TE: Unit Introduction (English Language Learners: Reading / Writing) p. 5 The Love Song of J. Alfred Prufrock (English Language Learners: Speaking) p. 285 Unit Introduction (English Language Learners: Writing) p. 456 The Crucible, Act I (English Language Learners: Reading) p. 636 The Crucible, Act IV (English Language Learners: Writing / Listening) p. 730 Declaration of Sentiments (English Language Learners: Reading) p. 425 The Notorious Jumping Frog of Calaveras County (English Language Learners: Speaking) p. 500 Selection Overview: A Literature of Place (English Language Learners: Vocabulary) p. 532B</p>

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<p>ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: Independent Learning (English Language Learners: Listening) p. 445 Unit Introduction: Icebreaker (English Language Learners: Listening / Speaking) p. 8 Declaration of Independence (English Language Learners: Listening) p. 43 from America's Constitution: A Biography (English Language Learners: Speaking) p. 99 from Emily Dickinson (English Language Learners: Listening) p. 210 from Walden • from Civil Disobedience (English Language Learners: Speaking / Listening) p. 259 Selection Overview: from On Duties (English Language Learners: Speaking and Listening) p. 814B</p>

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