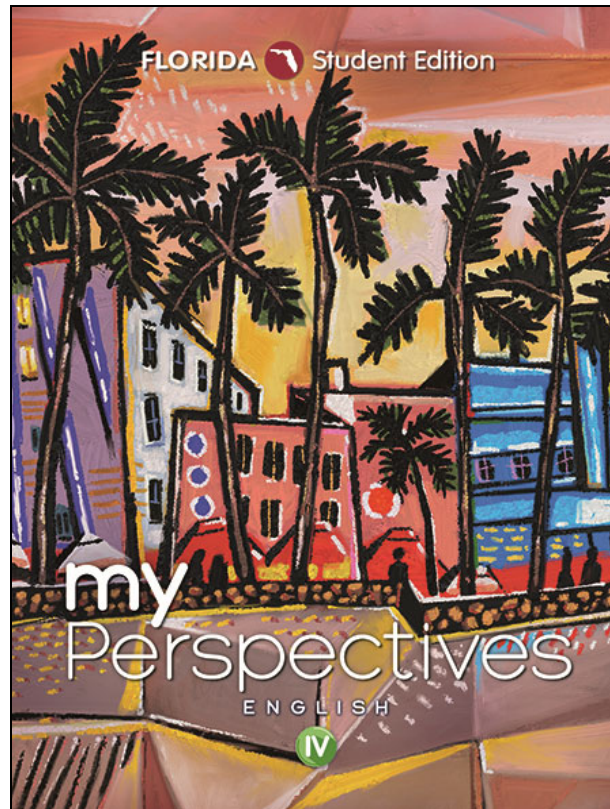


**A Crosswalk Correlation of
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English Language Arts
Grade 12, ©2022**



**To
Florida's B.E.S.T. English 4 Language Arts
& Language Arts Florida (LAFS) Standards**

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Reading		
ELA.12.R.1 Reading Prose and Poetry		
Literary Elements		
ELA.12.R.1.1 Evaluate how key elements enhance or add layers of meaning and/or style in a literary text and explain the functional significance of those elements in interpreting the 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: <i>from The Once and Future King</i> (Plot Structures) p. 122 <i>The Wife of Bath’s Tale</i> (Thematic Development) p. 237 Poetry Collection 1 (Diction and Tone) p. 104 Poetry Collection 3 (Language in Poetry) p. 617 The Tragedy of Macbeth, Act III (Dramatic Elements and Plot) p. 400 <i>The Wife of Bath’s Tale</i> (Complex Plot Structures) p. 239 The Tragedy of Macbeth, Act I (Character, Moral Dilemma, Plot, and Theme) p. 366 <i>from Beowulf</i> (Poetic Form and Dramatic Structure) p. 45</p>
Theme		
ELA.12.R.1.2 Analyze two or more themes and evaluate their development throughout a literary text.	<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: The Tragedy of Macbeth, Act V (Thematic Development) p. 439 <i>from Gulliver’s Travels</i> (Context, Plot, and Theme) p. 559 Poetry Collection 1 (Historical Context and Theme) p. 873 The Tragedy of Macbeth, Act IV (Imagery and Theme) p. 420 Araby (The Influence of Setting) p. 629 <i>The Wife of Bath’s Tale</i> (Thematic Development) p. 237 The Tragedy of Macbeth, Act I (Character, Moral Dilemma, Plot, and Theme) p. 366</p>

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Perspective and Point of View		
ELA.12.R.1.3 Evaluate the development of character perspective, including conflicting perspectives.	<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: <i>from Mrs. Dalloway</i> (Purpose and Structure) p. 729 <i>Shooting an Elephant</i> (Moral Dilemma and Motivation) p. 825 <i>The Tragedy of Macbeth, Act I</i> (Character, Moral Dilemma, Plot, and Theme) p. 366 <i>The Prologue from The Canterbury Tales</i> (Characterization and Context) p. 217</p>
Poetry		
ELA.12.R.1.4 Evaluate works of major poets in their historical context.	No direct alignment to the LAFS	<p>SE/TE: Extended Study: Project (Writing to Synthesize: Critical Essay) pp. 704–705 To His Coy Mistress / Poetry Collection 2 (Writing to Compare: Comparison-and-Contrast Essay) pp. 604–605 Poetry Collection 1 (Figurative Language) p. 525 The Prologue from The Canterbury Tales (Characterization and Context) p. 217 Poetry Collection 1 (Historical Context and Theme) p. 873 Poetry Collection 1 (Purpose and Poetic Structure) p. 683 Poetry Collection 2 (Poetic Form) p. 699</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
READING STANDARDS FOR LITERATURE: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Literature Cluster 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: <i>from Beowulf</i> (Literary/Text Elements) p. 45 <i>from The Once and Future King</i> (Literary/Text Elements) p. 122 <i>The Wife of Bath’s Tale</i> (Author’s Craft) p. 239</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>No direct alignment to the curriculum</p>

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ELA.12.R.2 Reading Informational Text		
Structure		
<p>ELA.12.R.2.1 Evaluate the structure(s) and features in texts, identifying how the author could make the text(s) more effective.</p>	<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: <i>from The Worms of the Earth Against the Lions</i> (Text Structure and Author’s Purpose) p. 276 Beowulf Is Back! (Rhetorical Analysis) p. 71 The Most Forgetful Man in the World / When Memories Never Fade, the Past Can Poison the Present (Writing to Compare: Evaluative Essay) pp. 776–777 <i>from A History of the English Church and People</i> (Text Structure and Purpose) p. 854 Peer-Group Learning (Use Text Features Tip: Evaluate Text Features) p. 91 <i>from History of Jamaica</i> (Media Vocabulary: Text Features) pp. 856, 859 Passenger Manifest for the MV <i>Empire Windrush</i> (Media Vocabulary: Text Features) pp. 306, 312</p>
Central Idea		
<p>ELA.12.R.2.2 Evaluate how an author develops the central idea(s), identifying how the author could make the support more effective.</p>	<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: <i>from The Worms of the Earth Against the Lions</i> (Author’s Purpose and Central Idea) p. 275 Beowulf Is Back! (Rhetorical Analysis) p. 71 <i>from The Naked Babe and the Cloak of Manliness / from Macbeth</i> (Structures and Characteristics of Argument) p. 491 A Modest Proposal (Purpose, Audience, and Message) p. 543 The Most Forgetful Man in the World (Informational Texts) p. 770</p>

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CPALMS Course 1001400 (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.12.R.2.3 Evaluate an author's choices in establishing and achieving purpose(s).</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: A Modest Proposal (Purpose, Audience, and Message) p. 543 from A History of the English Church and People (Text Structure and Purpose) p. 854 On Seeing England for the First Time / XXIII from Midsummer (Historical Context, Purpose, and Message) p. 302 The Most Forgetful Man in the World (Author's Purpose and Text Structure) p. 771 Back to My Own Country: An Essay (Purpose, Audience, and Message) p. 813</p>
Argument		
<p>ELA.12.R.2.4 Compare the development of multiple arguments in related texts, evaluating the validity of the claims, the authors' reasoning, use of the same information, and/or the authors' rhetoric.</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: from "We shall fight on the beaches" / Defending Nonviolent Resistance (Writing to Compare: Analytical Essay) pp. 162–163 from The Naked Babe and the Cloak of Manliness / from Macbeth (Structures and Characteristics of Argument) p. 491 from "We shall fight on the beaches" (TE: Differentiated Instruction: Compare Related Arguments) p. 148</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
READING STANDARDS FOR INFORMATIONAL TEXT: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Reading Informational Text Cluster 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>	No direct alignment to the curriculum
	<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: <i>from The Worms of the Earth Against the Lions</i> (Literary/Text Elements) p. 275 <i>The Most Forgetful Man in the World</i> (Literary/Text Elements) p. 770 <i>from A History of the English Church and People</i> (Literary/Text Elements) p. 854</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
ELA.12.R.3 Reading Across Genres		
Interpreting Figurative Language		
ELA.12.R.3.1 Evaluate an author's use of figurative language.	<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: On Seeing England for the First Time / XXIII from Midsummer (Rhetorical and Literary Devices) p. 303 Peer-Group Learning (Rhetorical Choices and Meaning) p. 465 Poetry Collection 1 (Figurative Language) p. 476 Poetry Collection 1 (Figurative Language) p. 525 Morte d'Arthur (Figurative Language) p. 139 Poetry Collection 2 (Analytical Essay) p. 702 from Gulliver's Travels (Literary Elements: Satire) p. 557</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
Paraphrasing and Summarizing		
ELA.12.R.3.2 Paraphrase content from grade-level texts.	No direct alignment to the LAFS	SE/TE: <i>from Beowulf</i> (Paraphrase) p. 16 The Tragedy of Macbeth, Act II (Paraphrase) p. 368 Poetry Collection 2 (Paraphrase) p. 596 Poetry Collection 3 (Paraphrase and Summarize) p. 606 Performance Task: Write a Formal Research Report (Drafting: Create Coherence) p. 837
Comparative Reading		
ELA.12.R.3.3 Analyze the influence of classic literature on contemporary world texts.	Strand: Reading Literature Cluster 3: Integration of Knowledge and Ideas 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.)	SE/TE: Extended Study: Project (Writing to Synthesize: Critical Evaluation) pp. 72–73 <i>from Frankenstein</i> (TE: Annotated Filmography Digital Perspectives: Shelley’s Influence) p. 749 Extended Study: Project (TE: Digital Perspectives: Swift’s Influence) p. 569 Extended Study: Project (Writing to Synthesize: Argumentative Essay) pp. 246–247 The Tragedy of Macbeth, Act I (TE: Digital Perspectives: Shakespeare’s Influence) p. 367

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Understanding Rhetoric		
ELA.12.R.3.4 Evaluate rhetorical choices across multiple texts.	<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 “We shall fight on the beaches” / Defending Nonviolent Resistance</i> (Writing to Compare: Analytical Essay) pp. 162–163 <i>from “We shall fight on the beaches”</i> (Rhetorical Appeals) p. 148 <i>from “We shall fight on the beaches”</i> (Rhetorical Devices) p. 149 Peer-Group Learning (Rhetorical Choices and Meaning) p. 465 On Seeing England for the First Time / XXIII from Midsummer (Rhetorical and Literary Devices) p. 303 Poetry Collection 1 (Comparison of Poetry: Develop Your Comparison) p. 528</p>
Communication		
ELA.12.C.1 Communicating Through Writing		
Narrative Writing		
ELA.12.C.1.2 Write complex narratives using appropriate techniques to establish multiple perspectives and convey universal themes.	<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. 706–717 Performance-Based Assessment (Short Story) pp. 784–785 The Prologue from The Canterbury Tales (Character Sketch) p. 220 Performance Task (Personal Narrative) pp. 570–581 The Tragedy of Macbeth, Act I (Soliloquy) p. 367</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) b. Use narrative techniques, such as dialogue, pacing, 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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<p>Argumentative Writing</p> <p>ELA.12.C.1.3 Write arguments to support claims based on an in-depth analysis of topics or texts using valid reasoning and credible evidence from sources, elaboration, and demonstrating a thorough understanding of the subject.</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>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.</p>	<p>SE/TE:</p> <p>Performance Task (Write an Argumentative Essay) pp. 74–85</p> <p>Performance Task (Write a Literary Analysis) pp. 448–459</p> <p>Extended Study: Project (Writing to Synthesize: Argumentative Essay) pp. 246–247</p> <p>Performance Task (Present an Argument) pp. 494–495</p> <p>Shakespeare’s Sister (Argument) p. 285</p> <p>Extended Study: Project (Writing to Synthesize: Literary Analysis) pp. 446–447</p> <p>The Wife of Bath’s Tale (Literary Analysis) p. 240</p>

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CPALMS Course 1001400 (B.E.S.T.) Standards	Language Arts Florida Standards (LAFS)	LESSONS WHERE STANDARD / BENCHMARK IS DIRECTLY ADDRESSED IN MAJOR TOOL
(Continued)	(Continued) 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)
Expository Writing		
ELA.12.C.1.4 Write an in-depth analysis of complex texts using logical organization and appropriate tone and voice, demonstrating a thorough understanding of the subject.	<p>Strand: Writing Standards Cluster 1: Text Types and Purposes 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>SE/TE: Performance Task (Write a Literary Analysis) pp. 448–459 Performance Task (Write an Expository Essay) pp. 248–259 Performance Task (Write a Formal Research Report) pp. 830–841 Extended Study: Project (Writing to Synthesize: Expository Essay) pp. 568–569 from “We shall fight on the beaches” / Defending Nonviolent Resistance (Writing to Compare: Analytical Essay) pp. 162–163 To His Coy Mistress / Poetry Collection 2 (Writing to Compare: Comparison-and-Contrast Essay) pp. 604–605 The Most Forgetful Man in the World / When Memories Never Fade, the Past Can Poison the Present (Writing to Compare: Evaluative Essay) pp. 776–777</p>

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(Continued)	(Continued) c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy 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)

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Improving Writing		
<p>ELA.12.C.1.5 Improve writing by considering feedback from adults, peers, and/or online editing tools, revising to enhance purpose, clarity, structure, and style.</p>	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing 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 an Argumentative Essay (Planning and Prewriting: Discuss Revising: Peer Review Editing: Editing Tips) pp. 76, 82, 85 Performance Task: Write a Literary Analysis (TE: Quick Conference) pp. 449, 451, 452, 454, 457, 458 Shakespeare’s Sister (Argument: Share and Revise) p. 285 Performance Task: Write an Expository Essay (Revising: Peer Review Editing: Editing Tips) pp. 256, 259 Performance Task: Write a Literary Analysis (Revising: Peer Review) p. 456 Performance Task: Write a Personal Narrative (Planning and Prewriting: Discuss Revising: Peer Review Editing: Editing Tips) pp. 572, 578, 581 Performance Task: Write a Short Story (Revising: Peer Review) p. 714 Performance Task: Write a Formal Research Report (Revising: Peer Review) p. 838</p>
WRITING STANDARDS: LAFS that do not match B.E.S.T. Standards		
	<p>Strand: Writing Standards Cluster 2: Production and Distribution of Writing 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 at the Assignment) pp. 74-75 Performance Task: Write an Expository Essay (Elements of Expository Essays Take a Closer Look at the Assignment) pp. 248-249 Performance Task: Write a Personal Narrative (Elements of Personal Narratives Take a Closer Look at the Assignment) pp. 570-571</p>

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	<p>Strand: 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>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: The Prologue <i>from</i> The Canterbury Tales (Composition) p. 220 Poetry Collection 1 (Composition) p. 477 Araby (Composition) p. 631</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: Beowulf Is Back! (Composition) p. 71 Shakespeare’s Sister (Composition) p. 285 A Modest Proposal (Composition) p. 546</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: Performance Task: Test Practice (Timed Writing: Argumentative Essay) pp. 86-87 Performance Task: Test Practice (Timed Writing: Personal Essay) pp. 582-583 Performance Task: Write a Formal Research Report pp. 830-841</p>

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ELA.12.C.2 Communicating Orally		
Oral Presentation		
ELA.12.C.2.1 Present information orally, with a logical organization, coherent focus, and credible evidence while employing effective rhetorical devices where appropriate.	<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 (Present an Argument) pp. 494–495 Passenger Manifest for the MV <i>Empire Windrush</i> (Research Presentation) p. 313 The Prologue from <i>The Canterbury Tales</i> (Sound Argument) p. 221 Performance Task: Write a Formal Research Report (Planning and Prewriting: Examine Sources Publishing and Presenting) pp. 835, 841 Performance Task (Deliver a Classical Speech) pp. 164–165</p>
ELA.12.C.3 Following Conventions		
Conventions		
ELA.12.C.3.1 Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	<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. b. Spell correctly.</p>	<p>SE/TE: Performance Task: Write an Argumentative Essay (Subject-Verb Agreement Commonly Confused Words Punctuation: Quotation Marks) pp. 84–85 Araby (Author’s Syntax: Loose Sentences) p. 630 Performance Task: Write an Expository Essay (Sentence Variety Spelling Negative Prefixes Punctuation with Conjunctive Adverbs) pp. 258–259 Performance Task: Write a Literary Analysis (Verb Tense Consistency Capitalizing Titles Punctuation: Dashes and Parentheses) pp. 458–459 Performance Task: Write a Formal Research Report (Active and Passive Voice Works Cited List) pp. 840–841 from <i>Mrs. Dalloway</i> (Using Dashes for Effect) p. 730 from <i>Frankenstein</i> (Commas in Elliptical Sentences) p. 748</p>

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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. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>SE/TE: Defending Nonviolent Resistance (Word Study) p. 158 Poetry Collection 1 (Word Study) p. 474 Shooting an Elephant (Word Study) p. 826</p>
	<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. 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: Peer-Group Learning (Use Reference Materials to Determine Meaning) p. 265 Shakespeare's Sister (TE: How Language Works) p. 282 To His Coy Mistress (Word Study) p. 593</p>

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	<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., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>SE/TE: <i>from Beowulf</i> (Author’s Craft) p. 47 <i>Shakespeare’s Sister</i> (Conventions and Style) p. 284 Performance Task: Write a Personal Narrative (Sentence Fluency) p. 577</p>

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ELA.12.C.4 Researching		
Researching and Using Information		
<p>ELA.12.C.4.1 Conduct research on a topical issue to answer a question and synthesize information from a variety of 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 (Planning and Prewriting Drafting) pp. 832–837 Poetry Collection 1 (Research Report) p. 105 Passenger Manifest for the MV <i>Empire Windrush</i> (Research Presentation) p. 313 from Beowulf (Develop Research Questions) p. 44 from Beowulf (Digital Research Presentation) p. 49 Shooting an Elephant (Formal Inquiry) p. 824 Poetry Collection 2 (Biographical Report) p. 885</p>

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(Continued)	(Continued) Strand: Writing Standards Cluster 3: Research to Build and Present Knowledge 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.12.C.5 Creating and Collaborating		
Multimedia		
ELA.12.C.5.1 Design and evaluate digital presentations for effectiveness.	Strand: Standards for Speaking and Listening Cluster 2: Presentation of Knowledge and Ideas 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.	SE/TE: Performance Task (Present an Advertisement) pp. 642–643 Performance Task (Deliver a Digital Presentation) pp. 886–887 Poetry Collection 1 (Wireframe) p. 685 from Beowulf (Digital Research Presentation) p. 49 Poetry Collection 1 (Multimedia Slideshow) p. 529

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Technology in Communication		
<p>ELA.12.C.5.2 Create, publish, and share multimedia texts through a variety of digital formats.</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: Poetry Collection 1 (Multimedia Slideshow) p. 529 Performance Task (Present an Advertisement) p. 643 Performance Task: Write an Expository Essay (Publishing and Presenting) p. 259 Performance Task: Write a Literary Analysis (Publishing and Presenting) p. 459 Performance Task: Write a Personal Narrative (Publishing and Presenting) p. 581 Performance Task: Write an Argumentative Essay (Publishing and Presenting) p. 85 Performance Task: Write a Short Story (Publishing and Presenting) p. 717</p>
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: <i>from Beowulf</i> (Locate and Examine Sources) p. 49 Performance Task: Write an Expository Essay (Evaluate Sources) p. 255 Performance Task: Write a Formal Research Report (Examine Sources) p. 835</p>

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	<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: <i>from</i> “We shall fight on the beaches” (Author’s Craft) p. 149 Defending Nonviolent Resistance (Literary/Text Elements) p. 159 <i>from</i> “We shall fight on the beaches” Defending Nonviolent Resistance (Writing to Compare) p. 162</p>
Vocabulary		
ELA.12.V.1 Finding Meaning		
Academic Vocabulary		
<p>ELA.12.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 Performance-Based Assessment (Argumentative Essay: Use New Vocabulary) p. 171 Unit Introduction (Academic Vocabulary: Expository Text) p. 177 Peer-Group Learning (Use Content and Academic Vocabulary Use Appropriate Vocabulary) p. 265 Unit Introduction (Academic Vocabulary: Nonfiction Narrative) p. 507 Unit Introduction (Academic Vocabulary: Narrative Text) p. 655 Unit Introduction (Academic Vocabulary: Expository Text) p. 791</p>

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Morphology		
<p>ELA.12.V.1.2 Apply knowledge of etymology, derivations, and commonly used foreign phrases 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. 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: To His Coy Mistress (Word Study: Changing Usage) p. 593 The Tragedy of Macbeth, Act II (Word Study: Derivation) p. 381 from The Once and Future King (Word Study: Foreign Words and Phrases) p. 121 from The Naked Babe and the Cloak of Manliness / from Macbeth (Word Study: Derivation) p. 490 from “We shall fight on the beaches” (Word Study: Etymology) p. 147 Poetry Collection 1 (Word Study: Changing Denotations) p. 474 Shooting an Elephant (Word Study: Word Origins and Connotation) p. 826</p>
Context and Connotation		
<p>ELA.12.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. 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: Poetry Collection 1 (Context Clues and Nuances) p. 92 from The Once and Future King (Reference Materials) p. 106 from “We shall fight on the beaches” (Background Knowledge) p. 142 Peer-Group Learning (Figurative Language) p. 465 To His Coy Mistress (Context Clues) p. 588 Araby (Context Clues) p. 620 Araby (Word Study: Word Families) p. 628 from Mrs. Dalloway (Word Study: Anglo-Saxon Suffix: -en) p. 728</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>	(Continued)

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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. 723 Performance Task: Write an Expository Essay (Enrich Writing with Research: Integrate Researched Information) p. 255 Performance Task: Write an Argumentative Essay (Enrich Writing with Research: Various Types of Evidence) p. 79 Extended Study: Project (Expository Essay: Assignment Integrate Text Evidence) pp. 568–569 Performance-Based Assessment: Argumentative Essay (Review and Evaluate Elements of Argumentative Essay) pp. 500–501 <i>from Beowulf</i> (Build Insight) p. 43 <i>from The Once and Future King / Morte d’Arthur</i> (Test Practice: Short Response) p. 141</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: The Wife of Bath’s Tale (Comprehension Strategy: Monitor Comprehension) p. 222 from A History of the English Church and People (Comprehension Strategy: Monitor Comprehension) p. 848 from The Worms of the Earth Against the Lions (Comprehension Strategy: Evaluate Details to Analyze Key Ideas) p. 266 Defending Nonviolent Resistance (Comprehension Strategy: Make Connections) p. 150 Beowulf Is Back! (Comprehension Strategy: Generate Questions) p. 60 Literature and Culture: The Tragedy of Macbeth (How to Read Shakespeare) pp. 344–345</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: The Prologue from The Canterbury Tales (Comprehension Strategy: Make Inferences) p. 188 On Seeing England for the First Time / XXIII from Midsummer (Comprehension Strategy: Make Inferences) p. 286 Poetry Collection 1 (Comprehension Strategy: Make Inferences) p. 518 Back to My Own Country: An Essay (Comprehension Strategy: Make Inferences) p. 802 Peer-Group Learning (Explicit and Implicit Meanings) p. 587 To His Coy Mistress / Poetry Collection 2 (Writing to Compare: Comparison-and-Contrast Essay: Explicit and Implicit Meanings) p. 604</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>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.</p>	<p>SE/TE: Peer-Group Learning (Collaborate with Your Group I TE: Accountable Talk) pp. 90-91 Peer-Group Learning (Collaborate with Your Group) p. 722 Peer-Group Learning (Collaborate with Your Group) p. 846 Performance Task (Panel Discussion) pp. 778–779 Performance Task (Digital Presentation) pp. 886–887 Poetry Collection 1 (Build Insight: Working as a Group) p. 100 Poetry Collection 1 (Response to Literature: Tip) p. 477</p>

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(Continued)	(Continued) 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: Performance Task: Write a Formal Research Report (Drafting: In-Text Citations) p. 837 Performance Task: Write a Formal Research Report (Editing: Rules for Proper Citation) p. 841 Performance Task: Write an Expository Essay (Enrich Writing with Research: Integrate Researched Information Style Academic Citations) p. 255 Poetry Collection 1 (Informal Letter) p. 875 from A History of the English Church and People (Punctuation in Series) p. 855 The Tragedy of Macbeth, Act V (Argument: Tip) p. 440

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<p>ELA.K12.EE.6.1 Use appropriate voice and tone when speaking or writing.</p>	<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: Extended Study: Project (Writing to Synthesize: Critical Evaluation) pp. 72–73 from “We shall fight on the beaches” / Defending Nonviolent Resistance (Writing to Compare: Analytical Essay: Assignment I Tip: Tone and Voice) pp. 162–163 Performance Task: Write an Argumentative Essay (Revising: Language and Style) pp. 82–83 The Tragedy of Macbeth, Act III (Oral Interpretation) p. 401 Extended Study: Project (Writing to Synthesize: Expository Essay: Assignment I Tip: Revise for Tone and Voice) pp. 568–569 The Madeleine (Narrative) p. 759 Peer-Group Learning (Respond with Appropriate Register and Purposeful Tone) p. 847</p>
ELD		
<p>ELD.K12.ELL.LA.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.</p>	<p>No direct alignment to the LAFS</p>	<p>TE: from Beowulf (English Language Learners: Reading) p. 17 Performance Task: Write an Argumentative Essay (English Language Learners: Writing) p. 81 Beowulf Is Back! (English Language Learners: Listening / Speaking) p. 64 Performance Task: Deliver a Classical Speech (English Language Learners: Speaking) p. 165 Morte d’Arthur (English Language Learners: Text Organization) p. 124B Defending Nonviolent Resistance (English Language Learners: Author’s Purpose / Central Idea) p. 150B</p>

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ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.	No direct alignment to the LAFS	TE: Unit Introduction (English Language Learners: Writing / Speaking) p. 180 Peer-Group Learning (English Language Learners: Speaking) p. 264 from The Once and Future King (English Language Learners: Reading) p. 123 from The Worms of the Earth Against the Lions (English Language Learners: Listening / Speaking) p. 277 Morte d'Arthur (English Language Learners: Speaking) p. 136 On Seeing England for the First Time (English Language Learners: Reading / Speaking) p. 294

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