

A Correlation of

myPerspectives
Grade 11, ©2017



To the

**Language Arts Florida Standards
(LAFS)
Grades 11 & 12**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Language Arts Florida Standards*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by feature title and page number.

myPerspectives ELA is a Grades 6-12 student-centered curriculum that provides a connected approach to improving student learning and achievement.

Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate. Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

myPerspectives...

- promotes student ownership of their learning through goal setting, student choice, and reflection
- encourages social collaboration
- links together knowledge, skills and learning behaviors
- is backwards designed from defined learning outcomes with learning activities, instruction, and assessments-- always feeding back to the Performance Tasks and Performance-Based Assessment
- provides opportunities to personalize for learning in response to student performance and need

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Grades 11 & 12	
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Cite Textual Evidence (examples), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 445, 499, 507, 517, 599, 600, 627, 628, 659, 660, 682, 683, 684, 685, 691, 736, 774, 776, 777, 790, 791, 804, 805, 834, 849, 863; Make Inferences, 58, 180, 657, 689, 774, 788</p> <p>TE only: Conclude, 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 495; Literary Forms, 681; Writing to Compare, 191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807</p> <p>TE only: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author's Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p>

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<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Characterization, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737</p> <p>TE only: Analyze Character, 568, 574, 616, 844; Examine Character, 590; Analyze Characterization, 799; Explore Characterization, 611; Understand Character Motivation, 592; Analyze Direct Characterization, 419; Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Conflict, 581; Examine Conflict, 591</p>
Cluster 2: Craft and Structure	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Impact of Word Choice, 429; Prepare to Compare, 430; Figurative Meanings, 490; Language and Meaning, 500; Concept Vocabulary, 510; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p>

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<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Patterns of Organization. 840; Analyze the Text, 164, 244, 517, 597, 734</p> <p>TE only: Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Interior Monologue, 854; Analyze the Text, 244, 426</p> <p>TE only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p>
Cluster 3: Integration of Knowledge and Ideas	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Prepare to Compare, 190; Writing to Compare, 191; Comparing Text to Media The Crucible (L.A. Theater Works: The Crucible), 686–689; Prepare to Compare, 690; Writing to Compare, 691</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Poetic Structures & Practice, 164; Poetic Structure and Style, 181; also see: Analyzing the Text, 164, 180, 189, 244, 258, 356, 414, 415, 426, 427, 444, 445, 499, 507, 517, 599, 600, 627, 628, 659, 660, 682, 683, 684, 685, 691, 736, 774, 776, 777, 790, 791, 804, 805, 834, 849, 863</p>

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Cluster 4: Range of Reading and Level of Text Complexity	
<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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: First-Read: Fiction, 248, 352, 418, 432, 724, 766, 782, 796, 838, 852; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide: 131, 267, 385, 537, 743, 863</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage)</p>

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Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527, 715, 716; Make Inferences, 24, 58, 304</p> <p>TE only: Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527, 715, 716</p> <p>TE only: Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 81; Analyze the Media, 89; Development of Theme, 357; Development of Ideas, 470; Complex Individuals, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824</p> <p>TE only: Analyzing Sequence, 373</p>

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Cluster 2: Craft and Structure	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Development of Ideas, 470; Conventions and Style: Figurative Meanings, 490; Poetic Prose, 529; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p> <p>TE only: Domain Specific Words, 627</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 81; Historical Narrative as Argument, 80; Comparing a Graphic Adaptation With Text, 90; Sentence Variety, 212; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379; Sequence of Events, 825; Analyze the Media, 89; analyze the Text, 294, 304; Writing to Sources, 308, 448</p> <p>TE only: Analyze Arguments, 291</p>

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<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Appealing to an Audience, 47; Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author’s Choices: Rhetoric, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author’s Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502–507; Author’s Point of View, 715; Conventions and Style: Parallelism, 49; Author’s Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Prepare to Compare: Comparing a Podcast With Text, 350; Comparing Photographs With Text, 508; Writing to Compare, 351, 509</p> <p>TE only: Analyze Author’s Perspective, 483; Analyzing Author’s Viewpoint, 44; Infer Author’s Attitude, 353; Infer Author’s Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p>
<p align="center">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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Prepare to Compare: Comparing a Graphic Adaptation With Text, 90; Comparing a Podcast With Text, 350; Comparing Artwork with Text, 478; Comparing Photographs With Text, 508; Comparing a Video Interview With Text, 720; Writing to Compare, 91, 351, 479, 50, 7219; Speaking and Listening, 235, 317</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: from What to the Slave Is the Fourth of July?: Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; <i>Brown v. Board of Education:</i> Opinion of the Court: Close Read the Text, 367; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379</p> <p>TE only: Analyze Arguments, 291</p>

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<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; Letter to John Adams/from Dear Abigail: 114, 115; from Nature/from Self-Reliance: 213; Second Inaugural Address: 304, 305; Declaration of Sentiments: 338, 343; The Notorious Jumping Frog of Calaveras County: 431</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: First-Read: Nonfiction, 16, 30, 72, 92, 102, 152, 204, 215, 288, 300, 330, 338, 360, 370, 406, 462, 480, 520, 706, 830; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide, 131, 267, 385, 537, 743, 863</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Declaration of Independence, 16; Preamble to the Constitution/The Bill of Rights, 30; Speech in the Convention, 40; The American Revolution: Visual Propaganda, 52; from America’s Constitution: A Biography, 72; from The United States Constitution: A Graphic Adaptation, 82; from The Interesting Narrative of the Life of Olaudah Equiano, 92; Letter to John Adams/from Dear Abigail, 102; The Gettysburg Address, 118; The Writing of Walt Whitman, 152; Innovators and Their Inventions, 230; from What to the Slave Is the Fourth of July?, 288; Second Inaugural Address, 300; Ain’t I a Woman?, 330; from Life on the Mississippi, 406; A Literature of Place, 462; from Dust Tracks on a Road, 480; from The Way to Rainy Mountain, 520, 528; Antojos, 722; A Brief History of the Short Story, 820; An Occurrence at Owl Creek Bridge, 828</p>

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Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
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.	SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13
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.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Prewriting, 61, 693; Drafting, 64; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
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.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Research, 62–63, 694; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
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.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Whole-Class Performance Task: Elements of an Argument, 60, 692; Create Cohesion: Tense Sequence, 65; Word Choice and Style, 66; Drafting, 696; Vocabulary and Tone, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
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.	SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Evaluating Your Draft, 66, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747

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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 60, 692; Drafting, 64; Revising, 66, 695; Writing to Sources: Argument, 28, 684; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</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>SE/TE: Whole Class Performance Task: Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Informational Text, 351; Informative Essay, 379, 531; Multimedia Account, 509; Essay, 857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Informative Writing, 38; Research Report, 261; Resources Tool Kit, R14–R19</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>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319, 451; Drafting, 454; Performance-Based Assessment: 387, 388, 389, 539, 540, 541</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: Informative Writing, 38; Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319; Drafting, 322, 452; Using Research, 452–453; Performance-Based Assessment, 388, 389, 540, 541</p>
<p>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.</p>	<p>SE/TE: Whole-Class Performance Task: Syntax: Sentence Patterns, 323; Add Variety: Vary Syntax, 455; Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541</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: Whole-Class Performance Task: Revising, 324, Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541</p>

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<p>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.</p>	<p>SE/TE: Elements of an Explanatory Essay, 450; Evaluating Your Draft, 456; Informational Paragraph, 298; Performance-Based Assessment: 388, 389, 540, 541</p>
<p>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).</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking & Complex Reasoning</p>	<p>SE/TE: Elements of an Informational Text, 318; Elements of an Explanatory Essay, 450; Drafting, 322, Revising, 324; Organize Your Essay, 454; Performance-Based-Assessment, 388, 389, 540, 541</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>SE/TE: Performance Task: Write an Argument, 60–67; Write a Narrative Text, 808–815; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 213; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Resources Tool Kit, R20–R25</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: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Prewriting, 193, 809; Drafting 194, 810; Vary Syntax, 455; Performance-Based Assessment: Review Evidence for a Personal Narrative, 269; Review Notes for a Narrative, 865</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Write It, 198, 808, Add Variety: Dialogue, Revising, 811; Revising, 812; Making Writing Sophisticated, 813</p>

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<p>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).</p>	<p>SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810</p>
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Add Variety: Precise Words and Phrases, 195; Revising, 196; Write It, 814; Writing to Sources: Brief Account, 168; Blog Post, 184; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806</p>
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810; Revising, 812</p>
<p>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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative Text, 808–815; Quick Write, 9, 131, 145, 267, 281, 385, 399, 537, 551, 745, 755, 873; Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p>

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<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Publishing and Presenting, 67, 199, 325, 457, 701, 815</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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Writing to Compare: Multimedia Account, 509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Multimedia Presentation, 59; Digital Presentation, 247</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p>

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Cluster 3: Research to Build and Present Knowledge	
<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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p>

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<p>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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Analyze Craft and Structure: Primary and Secondary Sources, 115; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p>

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LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Write It, 683; Performance-Based Assessment: Informational Essay, 388–389; Critical Analysis, 448
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”).	SE/TE: Writing to Compare: Compare-and-Contrast Essay, 691; Essential Question, 164; Performance-Based Assessment: Informational Essay, 388–389
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]”). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Writing to Compare: Informational Essay, 379; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Informational Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415
Cluster 4: Range of Writing	
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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative Text, 808–815; Quick Write, 9, 131, 145, 267, 281, 385, 399, 537, 551, 745, 755, 873; Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867

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Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
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.	SE/TE: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449, 740; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627
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.	SE/TE: Performance Task: Panel Discussion: Plan With Your Group, 380; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Whole-Class Discussion, 627; Partner Discussion, 779; Reflect on the Unit, 869
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: Speaking and Listening: Discussion, 229; Small-Group Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Give an Explanatory Talk, 532; Performance Task: Panel Discussion, 380–381
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.	SE/TE: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Small-Group Performance Task: Present an Argument, 738; Present a Narrative, 858; Performance Task: Panel Discussion, 380–381

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<p>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.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Panel Discussion, 380–381; Speaking and Listening: Discussion, 229; Group Discussion, 359; Debate, 449, 740</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: The Crucible (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Speaking and Listening: Video Recording 51; Oral Presentation, 117; Oral Presentation, 185; Reading and Discussion, 309; Debate, 449, 740; Small-Group Performance Task: 263; also see: Media Features: from Great Lives: Emily Dickenson, 186–191; Giving Women the Vote, 346–349</p>

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Cluster 2: Presentation of Knowledge and Ideas	
<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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449, 740; Explanatory Talk, 532; Multimedia Presentation, 59; Narrative Presentation, 868; Oral Presentation, 117, 169, 491; Response To Literature, 809</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><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868;</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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Speaking and Listening, 29, 39, 51, 59, 117, 169, 185, 229, 235, 299, 309, 317, 359, 449, 491, 627, 685, 779, 793, 807; Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853</p>

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Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Run-ons and Fragments, 841 TE only: Analyze Syntax, 18; Understand Regional Dialect, 420
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Conventions and Style: Punctuation for Enumeration, 37; Vocabulary and Conventions Connection, 38; Parallelism (commas), 49; Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R63–R67
a. Observe hyphenation conventions.	SE/TE: Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66
b. Spell correctly. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Grammar Handbook, R66–R67

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Cluster 2: Knowledge of Language	
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.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Poetry of Emily Dickinson: 185; Noun Phrases and Verb Phrases, 297; Phrases, 306; Use of Words and Phrases, 336; Structure of an Analytical Argument, 368, 376; Sentence Variety, 447; Dialect, 777; Subjects and Antecedents, 791; Speaking and Listening, 185
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Dialect, 777; Run-ons and Fragments, 841; Whole-Class Performance Task: Syntax: Sentence Patterns, 323 TE only: Analyze Syntax, 18
Cluster 3: Vocabulary Acquisition and Use	
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.	SE/TE: Word Study: Multiple-Meaning Words, 36, 488; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 230, 477 TE only: Multiple Meaning Words, 52, 112, 208, 403, 472, 514, 755, 761
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.	SE/TE: Context Clues, 72, 102, 204, 236, 330, 338, 370, 462, 492, 510, 520, 722, 820, 824, 828; Practice, 98, 114, 122, 343, 367, 713, 734; also see: Word Network, 7, 143, 279, 397, 549, 753 TE only: Concept Vocabulary, 104, 106, 109, 120, 208, 239, 240, 253, 331, 340, 341, 362, 465, 466, 482, 513, 524, 725, 729, 823; Vocabulary Development, 94; Context Clues, 361

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b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	SE/TE: Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author’s Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 260, 480, 704, 842; Conventions and Style, 183
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.	SE/TE: Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27 TE only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239
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). <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Study, 36, 48, 98, 166, 296, 416, 680, 713; Concept Vocabulary, 330
LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855; Word Study: Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431; Analyze the Text, 98; Author’s Choices: Rhetoric, 123; Words and Phrases, 417 TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Rhetoric, 289, 332

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<p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855 TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Analyze Metaphors, 637; Interpret Personification, 172; Examine Literary Allusions, 241; Close Read, 174; Poetry Research, 179; How Language Works, 259; Figures of Speech, 455; Analyze Rhetoric, 289, 332</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Word Study: Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431 TE only: Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814</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><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719 TE only: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p>