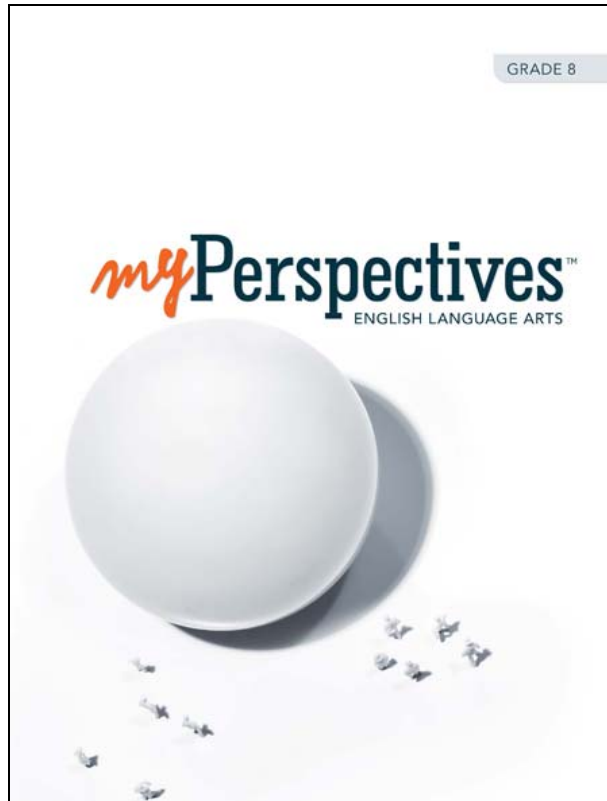


A Correlation of

**myPerspectives**  
Grade 8, ©2017



To the

**Language Arts Florida Standards  
(LAFS)  
Grade 8**

# A Correlation of myPerspectives, Grade 8, ©2017 to the Language Arts Florida Standards (LAFS)

## 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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<b>Grade 8</b>	
<b>Strand: READING STANDARDS FOR LITERATURE</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 22, 23, 62, 72, 152, 153, 188, 189, 199, 240, 380, 381, 422, 458, 459, 505; Analyze the Media, 387; Draw Conclusions, 22, 380; Make Inferences, 23</p> <p><b>TE only:</b> Conclude, 13, 17, 57, 67, 69, 107, 119, 124, 129, 132, 138, 142, 158, 163, 169, 173, 175, 181, 184, 232, 236, 351 366, 385, 419, 452, 497, 499</p>
<p>LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Theme, 73; Determining Theme, 381; Small-Group Performance Task: Present an Informative Multimedia Presentation, 426–427; Reflect, 248; Critical Review, 462; Notebook, 71</p> <p><b>TE only:</b> Author’s Perspective, 24, 42; Analyze Setting, 67; Small-Group Reading, 68, 316, 495; Analyze Dialogue, 124; Challenge, 421; Writing a Summary, 430</p>
<p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Dialogue, 153; Character’s Motivation, 189; First Read Fiction, 449; Notebook, 71</p> <p><b>TE only:</b> Analyze Dialogue, 124; Analyze Setting, 67; Small-Group Reading, 68; Personalize for Learning, 74; Plot, 125; Writing a Summary, 430</p>

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<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Symbolism, 23; Descriptive Writing, 321; Determine Figurative Meaning: Sound Devices, 423; Determine Figurative Meaning: Sound Devices, 423; Analyze Word Choice: Figurative Language, 506; Concept Vocabulary, 12, 24, 62, 66, 72, 100, 154, 156, 190, 350, 382, 448, 460, 494, 505</p> <p><b>TE only:</b> Figurative Language, 69, 167, 385</p>
<p>LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Forms of Poetry, 63; Prepare to Compare, 508</p>
<p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Point of View, 381</p> <p><b>TE only:</b> Analyze Perspective, 351</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Writing to Sources: Drama Review, 192; from Flowers for Algernon: Analyze the Media, 387; Prepare to Compare, 388; Writing to Compare, 389</p>
<p>LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Flowers for Algernon: 381; Uncle Marcos: 449</p>

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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.8.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read: Fiction, 12, 54, 66, 100, 156, 350, 416, 448, 494; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527</p> <p><u>Literary fiction selections include the following:</u> The Medicine Bag, 12; Hanging Fire/Translating Grandfather’s House, 54; The Setting Sun and the Rolling World, 66; The Diary of Anne Frank, Act I, 100; The Diary of Anne Frank, Act II, 156; from Follow the Rabbit-Proof Fence, 314; Flowers for Algernon, 350; Retort/The People, Yes/Unsuspecting, 416; Uncle Marcos, 448; from The Invention of Everything Else, 494; 25 Years Later, Hubble Sees Beyond a Troubled Start, 510</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T37–T45 (includes titles such as: The House on Mango Street, The Boy in the Striped Pajamas, Ender’s Game, The Time Machine)</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 8
<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<p>LAFS.8.RI.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 50, 62, 218, 226, 227, 270, 271, 282, 283, 290, 291, 310, 320, 408, 472, 473, 491, 516, 520; <b>TE only:</b> Conclude, 29, 46, 215, 216, 223, 265, 279, 287, 315, 316, 319, 325, 402, 405, 413, 469, 489, 511, 514, 521</p>
<p>LAFS.8.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Main Idea and Supporting Details, 219; Determine Main Idea and Supporting Details, 291; Practice, 283; Organize Your Ideas, 427; Analyze the Text, 226; First Read: Nonfiction, 276, 286 <b>TE only:</b> Informational Model, 344</p>
<p>LAFS.8.RI.1.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Recognize Text Structure, 270; Analyze Informational Texts: Memoir and Reflective Writing, 409; Present an Informative Multimedia Presentation, 426–427; First Read: Nonfiction, 464; Analyze Text Structure: Biographical Writing, 492 <b>TE only:</b> Analyze Analogy, 279</p>
<b>Cluster 2: Craft and Structure</b>	
<p>LAFS.8.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Connotation and Denotation, 494; Tone, 51; Word Choice, 220; Persuasive Techniques, 311; Analyze Text Structure: Expository Writing, 473; Determine Author’s Purpose: Diction and Tone, 517; Concept Vocabulary, 50, 54, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 400, 408, 412, 414, 464, 474, 494, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491 <b>TE only:</b> Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p>

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<p>LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Author’s Style: Parallelism, 317; Analyze Text Structure: Expository Writing, 473; Present and Discuss, 226, 310, 491  <b>TE only:</b> Launch Text: Explanatory Essay, 92; Argument Model, 258; Informational Model, 344; Argument, 442</p>
<p>LAFS.8.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose and Point of View, 227; Summarize, 291; Determine Author’s Perspective, 283; Determine Author’s Purpose: Diction and Tone, 517; Writing to Sources, 274; Comparing Contrasting Viewpoints, 294</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<p>LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Frank Family and World War II Timelines: 194–198; Prepare to Compare, 200; Writing to Compare, 33, 201; Analyze the Media, 240</p>
<p>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Evaluate Author’s Argument, 283; Comparing Contrasting Viewpoints, 294; Writing to Compare, 294; Persuasive Techniques, 311; Writing to Sources: Argumentative Essay, 476  <b>TE only:</b> Launch Text: Argument Model, 258, 442</p>
<p>LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Analyze Conflicting Arguments, 291; Prepare to Compare, 294; Writing to Compare, 295</p>



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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<p>LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 212, 222, 264, 276, 286, 306, 314, 400, 464, 488, 510; Independent Learning: First-Read Guide, 80, 246, 332, 430, 526; Close-Read Guide, 81, 247, 333, 431, 527</p> <p><u>Literary nonfiction and informational text selections include the following:</u> You Are the Electric Boogaloo/Just Be Yourself, 44; Barrington Irving, Pilot and Educator, 264; Three Cheers for the Nanny State, 276; Soda Ban? What About Personal Choice?, 286; Words Do Not Pay, 306; from Blue Nines and Red Words, 400; The Theory of Multiple Intelligences Infographic, 412; To Fly, 464; Nikola Tesla: The Greatest Inventor of All?, 488</p>
<b>Strand: WRITING STANDARDS</b>	
<b>Cluster 1: Text Types and Purposes</b>	
<p>LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Write an Argument, 296–300; Write an Argument, 478–482; Writing to Sources: Drama Review, 192; Support an Argument, 274; Critical Review, 462; Argumentative Essay, 476; Writing to Compare: Argument, 295; Argumentative Essay, 509; Assessment: Argument, 336, 530; Resources Tool Kit: Argument, R6–R11</p>
<p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297; Evaluating Your Draft, 300, 482; Drafting, 300, 480; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509</p>
<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Prewriting, 297, 479; Drafting, 300, 480; Writing to Sources: Support an Argument, 274; Critical Review, 462; Writing to Compare: Argument, 295; Writing to Sources: Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509</p>

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c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Drafting, 300; Use Language to Make Connections, 482 Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509
d. Establish and maintain a formal style.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296, 478; Maintain Formal Style, 300; Evaluating Your Draft, 482; Writing to Compare: Argument, 295; Critical Review, 462; Argumentative Essay, 476; Argumentative Essay, 509
e. Provide a concluding statement or section that follows from and supports the argument presented.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 296; Drafting, 298, 480; Evaluating Your Draft, 300, 482; Conclusion, 482; Writing to Sources: Support an Argument, 274; Writing to Compare: Argument, 295; Argumentative Essay, 476; Argumentative Essay, 509
LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>SE/TE:</b> Whole-Class Performance Task: Explanatory Essay, 202–207; Write an Informative Speech, 390–395; Writing to Compare: Review/Sequence Description, 33; Comparison-and-Contrast Essay, 389; Research: Informational Report, 74; Research Report, 313; Brief Informational Report, 411; Writing to Sources: Informative Journal, 221; Resources Tool Kit: Informative, R12–R17
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203; Drafting, 204, 392; Revising, 206; Writing to Compare: Essay, 201; Research: Informational Report, 74; Research Report, 313

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<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391; Drafting, 204; Revising, 206; Research: Informational Report, 74; Research Report, 313; Brief Informational Report, 411; Writing to Compare: Essay About The Time Period, 201; Comparison-and-Contrast Essay, 389; Writing to Sources: Drama Review, 192</p>
<p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Revising Sentences by Combining with Conjunctions, 205; Elements of an Explanatory Essay, 202; Writing to Compare: Comparison-and-contrast essay, 389</p>
<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390 Revising, 394; Research: Informational Report, 74; Brief Informational Report, 411</p>
<p>e. Establish and maintain a formal style.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390 Revising, 394; Research: Informational Report, 74; Brief Informational Report, 411</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp;Complex Reasoning</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 202, 390; Prewriting/Planning, 203, 391 Drafting, 204, 392; Research: Informational Report, 74</p>

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LAFS.8.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	<b>SE/TE:</b> Whole-Class Performance Task: Nonfiction Narrative, 34–38; Writing to Sources: Retelling, 26; Journal Entry, 323; Letter, 323; Nonfiction Narrative, 84; Dialogue, 39; Diary Entry, 220; Resources Tool Kit: Narrative, R18–R23 <b>TE only:</b> Write a Poem, 421
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	<b>SE/TE:</b> Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Prewriting, 35; Evaluating Your Draft, 38; Journal Entry, 323
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	<b>SE/TE:</b> Writing to Sources: Retelling, 26; Whole-Class Performance Task: Elements of a Nonfiction Narrative, 34; Organize a Sequence of Events, 36; First Draft, 36; Evaluating Your Draft, 38; Journal Entry, 323
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	<b>SE/TE:</b> Elements of a Nonfiction Narrative, 34; Language Development: Create Cohesion: Transitions, 37
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	<b>SE/TE:</b> Writing to Sources: Retelling, 26; Elements of a Nonfiction Narrative, 34; Precise Language, 38
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.  <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Elements of a Nonfiction Narrative, 34; Drafting, 36; Revising, 38

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<b>Cluster 2: Production and Distribution of Writing</b>	
<p>LAFS.8.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 33, 201, 295, 389, 509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532</p>
<p>LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 35, 203, 297, 391, 479; Drafting, 36, 204, 298, 392, 480; Revising, 38, 206, 300, 394, 482; Editing/ Proofreading, 39, 207, 301, 395, 483; Publishing and Presenting, 39, 207, 301, 395, 483</p>
<p>LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Writing to Sources: Video Review, 33; Multimedia Presentation, 241; Give Evidence with Media Examples, 76, 242; Publishing and Presenting, 301; Speaking and Listening: Multimedia Presentation, 425; Performance Task: Present an Informative Multimedia Presentation, 426–427</p> <p><b>TE only:</b> Present and Evaluate, 243; Challenge, 529; Gather Evidence, 479; Plan With Your Group, 242</p>

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<b>Cluster 3: Research to Build and Present Knowledge</b>	
<p>LAFS.8.W.3.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p>
<p>LAFS.8.W.3.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 21, 49, 61, 71, 151, 187, 198, 217, 225, 239, 269, 281, 289, 309, 319, 379, 407, 421, 457, 471, 490, 504, 515; Speaking and Listening: Visual Presentation, 53; Research, 74, 313, 411, 523; Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Conducting Research, R24–R33</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 6, 23, 57, 69, 92, 128, 140, 159, 172, 1877, 238, 277, 287, 307, 315, 344, 370, 401, 405, 417, 470</p>
<p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Gathering Evidence: Gather Evidence, 35, 76, 203, 242, 297, 328, 391, 426, 479, 524; Writing to Compare, 33, 201, 295, 389, 509; Research, 313; Practice, 291; Writing to Sources: Support an Argument, 274</p>
<p>a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).</p>	<p><b>SE/TE:</b> Practice: Notebook, 381, 459; also see: Writing to Compare, 33, 201, 389, 509</p>

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<p>b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Practice: Notebook, 283, 291; Writing to Sources: Support an Argument, 274; also see: Writing to Compare, 295, 509</p>
<b>Cluster 4: Range of Writing</b>	
<p>LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 34–39; Write an Explanatory Essay, 202–207; Write an Argument, 296–301; Write an Informative Speech, 390–395; Write an 478–483; QuickWrite, 9, 81, 95, 247, 261, 333, 347, 431, 445, 527; Writing to Compare, 33, 201, 295, 389, 509; Writing to Sources, 26, 192, 221, 274, 323, 462, 476; Performance-Based Assessment, 84, 250, 336, 434, 532</p>
<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
<b>Cluster 1: Comprehension and Collaboration</b>	
<p>LAFS.8.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p><b>SE/TE:</b> Class Discussion, 463, 477; Debate, 32, 444, 519, 522, 523; Group Discussion, 65, 229, 327, 415; Group Discussion Tip, 50, 62, 72, 73, 218, 226, 310, 320, 321, 408, 422, 516; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Prepare to Compare, 32, 200, 294, 388, 508; Working as a Team, 42, 210, 304, 398, 486; Rehearse With Your Group, 525</p>
<p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>	<p><b>SE/TE:</b> Group Discussion, 65, 229, 327, 415; Class Discussion, 463; Plan Your Reading, 193; Prepare to Compare, 200, 388; Multimedia Presentation, 425; Preparing for the Debate, 519; Rehearse With Your Group, 525</p>
<p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p><b>SE/TE:</b> Group Discussion, 65, 229, 327, 415; Multimedia Presentation, 425, 426; Class Discussion, 463; Preparing for the Debate, 519; Rehearse With Your Group, 525</p>

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<p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>SE/TE:</b> Group Discussion, 65, 229, 327, 415, Prepare to Compare, 200; Class Discussion, 463; Multimedia Presentation, 426; Debate, 519</p>
<p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Group Discussion, 65, 229, 327, 415; Prepare to Compare, 388; Multimedia Presentation, 426; Debate, 519; Rehearse With Your Group, 525</p>
<p>LAFS.8.SL.1.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze the Media, 31, 199, 240, 326, 387, 414, 522; Prepare to Compare, : Speaking and Listening, 32; Small-Group Performance Task: 328</p>
<p>LAFS.8.SL.1.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Evaluate Presentation, 275; Small-Group Performance Task: Present and Evaluate, 329, 525; Evaluate Discussion Participation, 477; Debate, 32, 519</p>



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<b>Cluster 2: Presentation of Knowledge and Ideas</b>	
<p>LAFS.8.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Write an Informative Speech, 390–395; Speaking and Listening: Monologue, 27; Comparing Video with Text, 32; Visual Presentation, 53; Dramatic Reading, 193; Multimedia Presentation, 425; Presentation, 275, 477, 523; Research: Multimedia Presentation, 241; Reflect on the Unit: 87, 253, 339, 437, 535</p>
<p>LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Present an Informative Multimedia Presentation, 426–427; Small-Group Performance Task: 76–77, 243, 329; Reflect on the Unit: 87; Speaking and Listening: Visual Presentation, 53; Multimedia Presentation, 425; Research: Multimedia Presentation, 241; Presentation, 523</p>
<p>LAFS.8.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills &amp; Concepts</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 76–77; Present an Explanatory Essay, 242–243; Present an Argument, 328–329; Present an Informative Multimedia Presentation, 426–427; Conduct a Small Group Debate, 524–525; Speaking and Listening, 27, 53, 193, 229, 241, 275, 327, 415, 425, 463, 477, 519; Performance-Based Assessment: Oral Presentation, 86, 252, 338, 436, 534; Discuss It, 2, 71, 82, 87, 88, 248, 253, 254, 268, 334, 339, 340, 432, 437, 438, 470, 530, 535; Small-Group Performance Task: 77, 243, 427</p>

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<b>Strand: LANGUAGE STANDARDS</b>	
<b>Cluster 1: Conventions of Standard English</b>	
LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Language Development: Conventions, 299, 393, 481; Handbook R54–R62
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	<b>SE/TE:</b> Participial and Infinitive Phrases, 424; Revising to Combine Sentences Using Gerunds And Participles, 481
b. Form and use verbs in the active and passive voice.	<b>SE/TE:</b> Verbs in Active and Passive Voice, 25; Whole-Class Performance Task: Subject-Verb Agreement, 393
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	<b>SE/TE:</b> Verbs: Mood, 52, 64, 74; Grammar Handbook, R57
d. Recognize and correct inappropriate shifts in verb voice and mood.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Verbs: Mood, 52; Grammar Handbook, R57
LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483; Revising Sentences by Combining With Conjunctions, 205; Clauses, 285; Capitalization, 475; Commas and Semicolons, 493; Dashes and Ellipses, 518; Handbook R54–R62
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	<b>SE/TE:</b> Commas and Semicolons, 493; Dashes and Ellipses, 518; Grammar Handbook, R60–R61
b. Use an ellipsis to indicate an omission.	<b>SE/TE:</b> Dashes and Ellipses, 518; Grammar Handbook, R61

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c. Spell correctly.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Conventions: Proper Nouns, 273; Whole-Class Performance Task: 299, 395, 481; Capitalization, 475; also see: Performance Task: Editing/ Proofreading, 39, 207, 301, 395, 483
<b>Cluster 2: Knowledge of Language</b>	
LAFS.8.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>SE/TE:</b> Conventions, 25, 52, 64, 74, 155, 191, 228, 273, 285, 293, 322, 383, 410, 424, 461, 475, 493, 507, 518; Vocabulary and Conventions Connection, 26, 102, 274, 462, 476; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	<b>SE/TE:</b> Verbs in Active and Passive Voice, 25; also see: Language Development: Conventions, 393
<b>Cluster 3: Vocabulary Acquisition and Use</b>	
LAFS.8.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies.	<b>SE/TE:</b> Word Study: Multiple-Meaning Words, 24, 62, 422, 491; Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516 <b>TE only:</b> Multiple Meaning Words, 99, 418, 423, 472; Author’s Perspective, 345
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<b>SE/TE:</b> Context Clues, 44, 54, 66, 212, 306, 494, 510; Practice, 50, 62, 72, 310, 320, 408, 422; also see: Word Network, 7, 93, 259, 345, 443 <b>TE only:</b> Concept Vocabulary, 47, 48, 59, 68, 70, 214, 215, 308, 317, 318, 404, 500; Word Study, 24; Strategic Support, 118; Vocabulary Development, 162, 494; Unfamiliar Words, 280

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b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i> ).	<b>SE/TE:</b> Greek Roots, 72, 272, 292; Latin Root, 292, 516; Greek Suffix, 154; Latin Prefixes, 382; Latin Suffixes, 190, 218, 408, 460; Old English Prefix, 474; Prefixes and Suffixes, 284, 310, 320; Etymology, 505
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<b>SE/TE:</b> Using a Dictionary and Thesaurus, 222, 314; Word Study, 24, 50, 62, 491, 516; Concept Vocabulary, 218, 226; Connotation and Denotation, 494; Etymology, 505; Academic Vocabulary, 5, 91, 257, 343, 416, 441; Context Clues, 306, 510 <b>TE only:</b> Personalize for Learning, 118, 280, 423; Vocabulary Development, 182, 214; Concept Vocabulary, 224, 317, 318; Archaic Vocabulary, 418, 420
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	<b>SE/TE:</b> Word Study, 24, 50, 62, 491; Context Clues, 306 <b>TE only:</b> Personalize for Learning, 118
LAFS.8.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE/TE:</b> Connotation and Denotation, 494; Synonyms and Antonyms, 24, 50, 66, 416; Concept Vocabulary, 154; Using a Dictionary and Thesaurus, 222, 314; Technical Vocabulary, 488; Media Vocabulary, 230; Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	<b>SE/TE:</b> Analyze Word Choice: Figurative Language, 506; Determine Figurative Meaning: Sound Devices, 423; Persuasive Techniques, 310; Descriptive Writing, 321; Close Read the Text, 472; Imagery, 473; Prepare to Compare, 508 <b>TE only:</b> Figurative Language, 69, 167, 385, 514; Close Read, 359; Analyzing Visual Metaphors, 232

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<p>b. Use the relationship between particular words to better understand each of the words.</p>	<p><b>SE/TE:</b> Synonyms and Antonyms, 24, 50, 66, 416; Concept Vocabulary, 154; Using a Dictionary and Thesaurus, 222, 314; Technical Vocabulary, 488; Media Vocabulary, 230  <b>TE only:</b> Analyze Analogy, 366; Concept Vocabulary, 47, 214, 215, 224, 317, 318, 501; Vocabulary Development, 70; Archaic Vocabulary, 418, 420</p>
<p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Word Choice, 311; Connotation and Denotation, 494; Analyze Craft and Structure, 51, 227, 517; Word Study, 505  <b>TE only:</b> Analyze Connotation, 511; Concept Vocabulary, 500, 501, 502</p>
<p>LAFS.8.L.3.6 Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 1: Recall</p>	<p><b>SE/TE:</b> Word Network, 7, 93, 259, 345, 443; Concept Vocabulary, 12, 24, 44, 50, 54, 62, 66, 72, 100, 154, 156, 190, 212, 218, 222, 226, 264, 272, 276, 284, 286, 292, 306, 310, 314, 320, 350, 382, 400, 408, 412, 414, 448, 460, 464, 474, 494, 505, 510, 516; Academic Vocabulary, 5, 91, 257, 343, 441; Media Vocabulary, 28, 31, 194, 199, 230, 240, 324, 384, 520; Technical Vocabulary, 488, 491  <b>TE only:</b> Concept Vocabulary, 47, 48, 59, 68, 70, 149, 162, 182, 214, 215, 224, 227, 274, 308, 317, 372, 403, 404, 500, 501, 502, 512; Vocabulary Development, 233; Technical Vocabulary, 489, 490; Domain Specific Words, 225, 406, 413, 469</p>