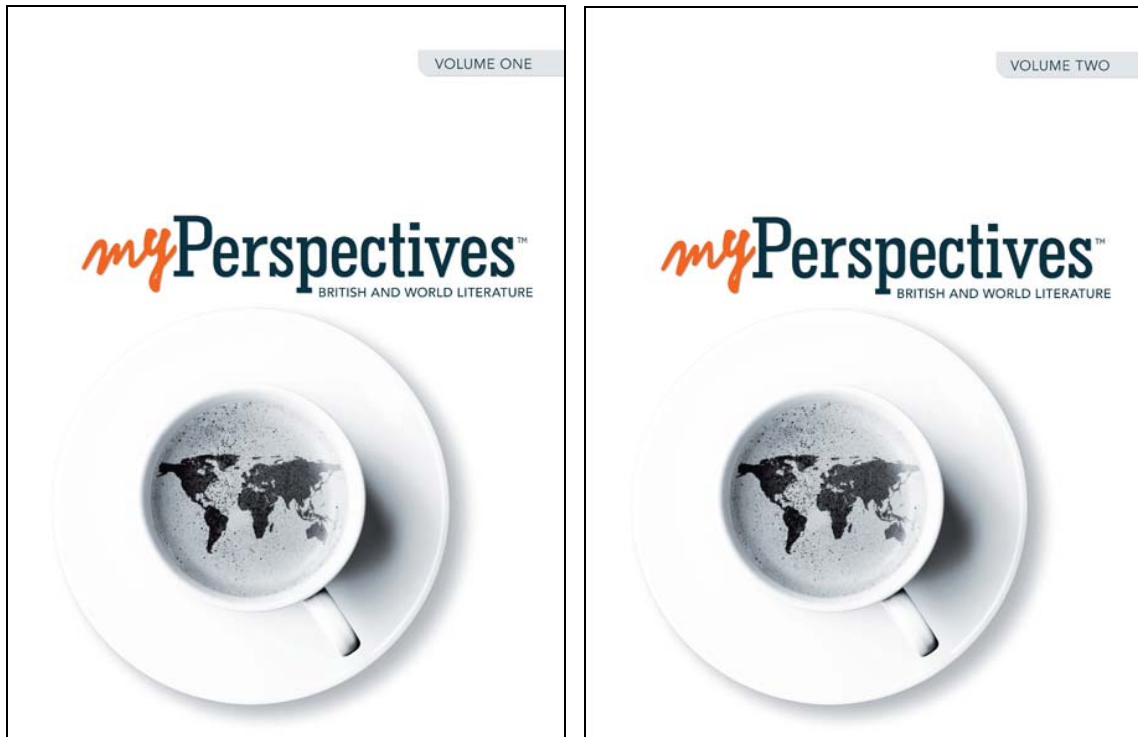


A Correlation of  
**myPerspectives**  
Grade 12, ©2017



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



## A Correlation of *myPerspectives*, Grade 12, ©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>Grades 11 &amp; 12</b>	
<b>Strand: READING STANDARDS FOR LITERATURE</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> from Beowulf: 44; Analyze Craft and Structure: The Epic and Epic Hero, 45; Shakespearean Tragedy, 349; Craft and Structure, 501; Analyze the Text, 522; Cite Textual Evidence (examples), 44, 45, 81, 91, 154, 155, 186, 194, 212, 277, 293, 294, 311, 331, 332, 380, 431, 432, 433, 446, 447, 457, 477, 485, 500, 512, 522, 564, 565, 578, 579, 598, 599, 620, 632, 642, 754, 764, 780; Make Inferences, 44, 293, 331, 432, 446</p> <p><b>TE only:</b> Conclude (Literary), 20, 21, 23, 25, 31, 33, 34, 35, 36, 38, 42, 77, 79, 86, 87, 89, 130, 135, 136, 143, 148, 161, 209, 261, 262, 263, 265, 266, 270, 272, 275, 286, 287, 288, 291, 298, 306, 308, 315, 317, 318, 321, 323, 324, 335, 337, 338, 340, 374, 376, 430, 441, 474, 492, 493, 495, 498, 505, 507, 558, 590, 591, 617, 629, 637, 747, 751, 752, 761, 762</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 380, 478, 486; Influence of Historical Period, 579; Universal and Culturally Specific Themes, 755; Comparing Poems, 488, 582; Writing to Sources, 489, 583; Analyze the Text, 564, 578</p> <p><b>TE only:</b> Analyze Theme, 318; Reflect on Theme, 34</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: The Epic and Epic Hero, 45; Author’s Choices: Development and Relation of Elements, 155; Author’s Choices: Structure, 312; Imagery and Archetypes, 332; Shakespearean Tragedy, 349; Rhetorical Devices, 502; Forms of Address, 756; Analyze the Text, 154; Speaking and Listening, 313</p> <p><b>TE only:</b> Analyze Character, 4, 441; Analyze Characterization, 308, 590; Examine Character, 265; Investigate Character, 262; Explore Character, 317; Explore Characterization, 306; Consider Motivation, 324; Consider Motive, 272; ; Analyze Plot, 263; Interpret Foreshadowing, 315</p>
<b>Cluster 2: Craft and Structure</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Impact of Word Choice on Themes, 92, 643; Impact of Word Choice, 433, 523; Point of View: Satire, 446; Rhetorical Devices, 502; Influence of Historical Period, 565; Figurative Language, 633; Author’s Style: Word Choice, 382; Analyze the Text, 432, 446; Conventions and Style: Dialect, 766; Diction and Voice, 782; Concept Vocabulary (Literary), 18, 46, 74, 81, 84, 91, 128, 156, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 744, 754, 758, 764, 768, 780</p> <p><b>TE only:</b> Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Sensory Language, 637; Analyze Diction and Tone, 183</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Archetypal Plots, 45; Meter, 294; Structure, 278, 621; Cause and Effect Structure, 312, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Structure and Aesthetic Impact, 599; Dramatic Monologue, 765; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644  <b>TE only:</b> Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Track Rising Action, 266; Analyze Flashbacks, 617</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> <b>SE/TE:</b> Analyze Craft and Structure: Impact of Word Choice on Themes (Tone), 92; Style and Point of View, 213; Point of View: Satire, 447; Narrative Structure, 513; Conventions and Style: Stylistic Devices, 214</p>
<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; The Prologue From The Canterbury Tales: The Remix: 160–164; The Tragedy of Macbeth (Act V, Scene i), 354–357; Gulliver’s Travels (film)/Gulliver’s Travels (cover art): 452–457; Comparing Images with Text, 60; Writing to Compare, 61, 165, 361, 459; Comparing a Video Performance with Text, 164; Comparing a Text With a Film and Cover Art, 458</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Writing to Sources: Comparison-and-Contrast Essay, 515 (Students compare <i>Araby</i> by James Joyce with major works of American Writers); Ode to a Nightingale/Ode to the West Wind: 568–578; Analyze Craft and Structure: Influence of Historical Period, 579; also see: Universal Theme, 755</p>

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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<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 &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read: Fiction, 18, 74, 84, 128, 190, 198, 258, 280, 296, 314, 334, 372, 426, 438, 472, 480, 490, 504, 516, 552, 568, 584, 616, 624, 636, 744, 758, 768; Independent Learning: First-Read Guide: 104, 228, 404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary fiction selections include the following:</u> from Beowulf, 18; To Lucasta, on Going to the Wars/The Charge of the Light Brigade, 74; The Prologue From The Canterbury Tales, 128; The Tragedy of Macbeth, 258, 280, 296, 314, 334; A Valediction: Forbidding Mourning/Holy Sonnet 10, 426; from Gulliver’s Travels, 438; from the Divine Comedy: Inferno/The Second Coming, 490, 500; Araby, 504; To His Coy Mistress, 472; The Explosion/Old Love, 526; Ode to a Nightingale/Ode to the West Wind, 568; from Frankenstein, 584; The Widow of Windsor/From Lucy: Englan’ Lady, 758; from The Buried Giant/from Kazou Ishiguro: My Own Private Japan, 768</p> <p><b>TE only:</b> Integrating Trade Books with myPerspectives, T38–T49 (includes titles such as: Don Quixote, Pride and Prejudice, King Lear, The Alchemist)</p>

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<b>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</b>	
<b>Cluster 1: Key Ideas and Details</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 <b>TE only:</b> Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Interaction and Development of Ideas, 195; Style and Point of View, 213; Analyze Arguments, 397; Central Ideas and Supporting Details, 781</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Conventions and Style: Text Structure (chronological order), 188; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Cultural Conflict and Irony, 713; Central Ideas and Supporting Details, 781; also see: Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 <b>TE only:</b> Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773</p>



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<b>Cluster 2: Craft and Structure</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Concept Vocabulary, 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744, 768, 780; Conventions and Style: Stylistic Devices, 214; Writing to Compare, 95; Analyze Craft and Structure: Science Journalism, 656; Academic Vocabulary, 5, 115, 239, 415, 539, 677; also see: Connotations and Denotations, 91, 566, 714; Technical Vocabulary, 655; Conventions and Style: Technical Writing and Audience, 657</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Historical Writing, 187; Interaction and Development of Ideas, 195; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713; Elements of Historical Writing, 736; Central Ideas and Supporting Details, 781; also see: Writing: Analyze Argument Model, 62 <b>TE only:</b> Identify Social Commentary, 135; Analyze Reasoning, 653</p>
<p>LAFS.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Style and Point of View, 213; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713 <b>TE only:</b> Identify Social Commentary, 135</p>

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<b>Cluster 3: Integration of Knowledge and Ideas</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Media/Public Document: Passenger Manifest <i>for the</i> MV Empire Windrush, 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare, 663, 743; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7</p>
<p>LAFS.1112.RI.3.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7; also see: The Naked Babe and the Cloak of Manliness from the Well Wrought Urn (Cleanth Brooks, American critic), 385, 387–389, 397; The Assignment of My Life (Ruth Gruber), 416–418</p>

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<b>Cluster 4: Range of Reading and Level of Text Complexity</b>	
<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 &amp; Concepts</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 178, 384, 646, 690, 704, 730, 768; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary nonfiction and informational text selections include the following:</u> The Naked Babe and the Cloak of Manliness/Macbeth, 384; Apostrophe to the Ocean/The World Is Too Much With Us/London, 1802, 624; The Most Forgetful Man in the World, 646; Back to My Own Country: An Essay, 690; Shooting an Elephant, 704; from A History of the English Church and People, 730; from History of Jamaica, 738; from The Buried Giant/from Kazou Ishiguro: My Own Private Japan, 768</p>
<b>Strand: WRITING STANDARDS</b>	
<b>Cluster 1: Text Types and Purposes</b>	
<p>LAFS.1112.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Write an Argument, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158; Writing: Argument, 197; Resources Tool Kit, R8–R13</p>
<p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64; Performance-Based Assessment, 108, 109, 360, 361, 362, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p>

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<p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64, 362; Performance-Based Assessment: 108, 109, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p>
<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Create Cohesion: Transitions, 65; Structuring Sentences, 365; Revising for Sentence Length and Varied Syntax, 66; Performance-Based Assessment: 108, 109, 360, 366, 408, 409</p>
<p>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.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Establish Voice: Formal Style, 363; Performance-Based Assessment: 108, 109, 360, 363, 408, 409; Writing to Compare: Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Argument, 295</p>
<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 &amp;Complex Reasoning</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Drafting, 64, 362; Performance-Based Assessment: 108, 109, 360, 362, 408, 409; Writing to Compare: Block Organization, 95</p>

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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.	<b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Essay, 166–173; Write an Informative Essay, 718–725 Performance-Based Assessment: Write an Explanatory Essay, 232–233; Write an Informative Essay, 792–793; Writing to Sources: Comparison-and-Contrast Essay, 48; Critical Analysis, 99; Formal Analysis, 767; Writing to Compare: Research Report, 583; Comparison-and-Contrast Essay, 717; Writer’s Guidelines, 743; Resources Tool Kit, R14–R19
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.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/planning, 167, 719; Drafting, 720; Performance-Based Assessment: 231, 232, 233, 791; Writing to Sources: Comparison, 358; Response to Literature, 383; Writing to Compare: Comparing Audio Performances, 359
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.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/planning, 719; Enriching Writing With Research, 168; Drafting, 720; Writing to Sources: Comparison, 358; Response to Literature, 383
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.	<b>SE/TE:</b> Whole-Class Performance Task: Create a Coherent Whole: Use Transitions, 721; Performance-Based Assessment: 232, 233; Writing to Sources: Comparison, 358
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<b>SE/TE:</b> Whole-Class Performance Task: Drafting, 170; Revising, 724; Performance-Based Assessment: 232, 233; Writing to Compare: Research Report, 583
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.	<b>SE/TE:</b> Whole-Class Performance Task: Use Formal Style, 171; Editing and Proofreading, 725; Performance-Based Assessment: 232, 233; Writing to Sources: Formal Analysis, 767

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<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Revising, 172; Drafting, 720; Performance-Based Assessment: 232, 233</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><b>SE/TE:</b> Whole Class Performance Task: Write a Reflective Narrative, 460–467; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Personal Narrative, 602; 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><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Prewriting/Planning, 461, 605; Drafting, 462, 606; Sentence Variety, 463; Elements of a Personal Narrative, 604; Revising, 610; Performance-Based Assessment, 533, 534, 535, 671, 672, 673; Writing to Sources: Personal Narrative, 602</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><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Revising, 464; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Writing to Sources: Narrative Scene, 436; Performance-Based Assessment, 534, 535, 672, 673</p>
<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><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462, 606; Making Writing Sophisticated, 466; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p>
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Making Writing Sophisticated, 465; Elements of a Personal Narrative, 604; Making Writing Sophisticated, 607; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p>

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<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p>
<b>Cluster 2: Production and Distribution of Writing</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794</p>
<p>LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 63, 167, 361, 461, 605, 719; Drafting, 64, 170, 362, 462, 606, 720; Revising, 66, 172, 364, 464, 610, 724; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Publishing and Presenting, 69, 173, 367, 467, 611, 725</p>

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<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 &amp; Concepts</p>	<p><b>SE/TE:</b> Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Research: Presentation with Graphics, 503</p> <p><b>TE only:</b> Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746</p>
<b>Cluster 3: Research to Build and Present Knowledge</b>	
<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 &amp; Concepts</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; Conducting Research, R26–R35</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750, 777; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707, 767</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 &amp; Concepts</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; Conducting Research, R26–R35</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750, 777; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707, 767</p>

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LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>SE/TE:</b> Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Write It, 683; Performance-Based Assessment, 108, 109, 232, 233, 408, 409; Writing to Sources: Comparison-and-Contrast Essay, 515
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”).	<b>SE/TE:</b> Writing to Compare: Argument, 61; Compare Poems, 95; Argument/Conclusion, 165; Critical Essay, 489
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	<b>SE/TE:</b> Writing to Compare: Evaluative Essay, 663; Analyze Craft and Structure: Practice, 187; Analyze Arguments (Chart), 397; Elements of Historical Writing: Practice, 736; Write It, 657
<b>Cluster 4: Range of Writing</b>	
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	<b>SE/TE:</b> Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794

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<b>Strand: STANDARDS FOR SPEAKING AND LISTENING</b>	
<b>Cluster 1: Comprehension and Collaboration</b>	
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.	<b>SE/TE:</b> Performance Task: Present a Panel Discussion, 784–785; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764, 780; Share Your Independent Learning, 106, 230, 406, 532, 670, 790; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Prepare to Compare: Comparing Poems, 488; Text Structure and Voice, 76; Prepare for Discussion, 94
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.	<b>SE/TE:</b> Prepare for Discussion, 94; Speaking and Listening: Discussion, 189; Role Play, 279; News Report, 353; Comparison Of Poem, 437; Panel Discussion, 525, 623; Prepare to Compare: Comparing Poems, 488; Performance-Based Assessment, 111, 235, 411, 537, 675, 795
b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<b>SE/TE:</b> Speaking and Listening: Discussion, 189; Present and Discuss 477; Panel Discussion, 623; Small-Group Performance Task, 224, 400
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.	<b>SE/TE:</b> Role Play, 279; News Report, 353; Present and Discuss 477; Panel Discussion, 525; Prepare to Compare, 742; Writing to Compare, 743; Small-Group Performance Task, 526, 664, 665, 784

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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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Comparison Of Poem, 437; Small-Group Performance Task: Present an Argument, 100</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Speaking and Listening: Discussion, 189; Analyze the Speech, 313; Debate, 623; Small-Group Performance Task: Present a Reader's Theater, 224–225; Present an Argument, 100–101, 400–401</p>

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<b>Cluster 2: Presentation of Knowledge and Ideas</b>	
<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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 784–785; Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, 279; Oral presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757; Multimedia Presentation, 525</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 &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674, 794; Research: Presentation with Graphics, 503</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 &amp; Concepts</p>	<p><b>SE/TE:</b> Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 784–785; Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Speaking and Listening, 49, 159, 189, 215, 279, 313, 352, 399, 437, 451, 525, 603, 623, 757; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764, 780</p>

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<b>Strand: LANGUAGE STANDARDS</b>	
<b>Cluster 1: Conventions of Standard English</b>	
LAFS.1112.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, 69, 173, 367, 467, 611, 725; Conventions and Style, 47, 83, 93, 157, 188, 196, 214, 333, 351, 398, 435, 449, 479, 487, 514, 524, 567, 581, 601, 622, 634, 644, 657, 703, 715, 737, 756, 766, 782; Vocabulary and Conventions Connection, 48, 158, 358, 436, 450, 602; Language Development: Conventions, 65, 171, 609; Handbook R60–R68
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<b>SE/TE:</b> Conventions and Style: Coordinating Conjunctions, 83; Changing Usage, 196; Archaic Diction, 634; Word Study: Etymology and Usage: <i>myriad</i> , 702; also see: Grammar Handbook, R60–R68
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	<b>SE/TE:</b> Conventions and Style: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i> , 702; also see: Grammar Handbook, R60–R68
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>SE/TE:</b> Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Using Dashes for Effect, 622; Punctuation in Series, 737; Whole-Class Performance Task: Language Development: Conventions: Spell Correctly, 609; also see: Grammar Handbook, R60–R68
a. Observe hyphenation conventions.	<b>SE/TE:</b> Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Grammar Handbook, R67
b. Spell correctly.  <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	<b>SE/TE:</b> Whole-Class Performance Task: Language Development: Spell Correctly, 609; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68

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<b>Cluster 2: Knowledge of Language</b>	
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.	<b>SE/TE:</b> Conventions and Style: Coordinating Conjunctions, 83; Prepositions and Prepositional Phrases, 93; Quotation, 398; Verb Mood, 479; Clauses and Loose Sentences, 514; Using Dashes for Effect, 622; Technical Writing and Audience, 657; Forms of Address, 756; Dialect, 766; Diction and Voice, 782; Whole-Class Performance Task: 363
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	<b>SE/TE:</b> Conventions and Style: Using Syntax for Elaboration, 47; Clauses in Periodic Sentences, 435; Clauses and Loose Sentences, 514; Whole-Class Performance Task: 363
<b>Cluster 3: Vocabulary Acquisition and Use</b>	
LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	<b>SE/TE:</b> Word Study: Multiple-Meaning Words, 194, 380, 477, 522, 764; Word Network, 7, 117, 241, 417, 543, 681; Concept Vocabulary, 18, 46, 74, 81, 84, 91, 128, 156, 178, 186, 190, 194, 198, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 396, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 690, 702, 704, 714, 730, 735, 744, 754, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741 <b>TE only:</b> Multiple Meaning Words, 78, 96, 192, 426, 490, 681
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.	<b>SE/TE:</b> Context Clues, 74, 84, 190, 384, 472, 480, 490, 504, 624, 636, 646, 744 Practice, 81, 91, 186, 194, 212, 311, 396, 457, 500, 512, 522, 655, 754; also see: Word Network, 7, 117, 241, 417, 543, 681 <b>TE only:</b> Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748, 761; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28

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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).	<b>SE/TE:</b> Word Study, 81, 212, 311, 380, 434, 448, 485, 500, 512, 620, 642, 655, 735, 754; Conventions and Style, 435
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.	<b>SE/TE:</b> Word Study, 46, 91, 156, 186, 277, 293, 311, 434, 448, 477, 522, 566, 600, 702, 714, 754; Concept Vocabulary, 178, 190, 198, 372, 384, 504, 620, 624, 632, 642, 735, 744; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Conventions and Style, 196, 351 <b>TE only:</b> Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636
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> Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Study, 293, 448, 754; Concept Vocabulary, 190, 198, 372, 384, 504, 624, 642, 744 <b>TE only:</b> Vocabulary Development, 25
LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE/TE:</b> Word Study: Antonyms, 331; First Read: Poetry, 552; Analyze Craft and Structure: Influence of Historical Period, 565; Conventions and Style: Author's Choices, 581; Author's Choices: Structure and Aesthetic Impact, 599; Elliptical Sentences, 601; Impact of Word Choice on Themes, 643; First Read: Fiction, 636; Voice and Development of Ideas, 703; Formal and Informal Language, 715; Essential Question, 764 <b>TE only:</b> Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Imagery, 374, 498; Analyze Personification, 430; Explore Literary Devices, 261; Interpret Imagery, 474; Investigate Simile, 762; Investigate Symbolism and Imagery, 291



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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><b>SE/TE:</b> Analyze the Text, 432; Analyze Craft and Structure: Impact of Word Choice, 433; Author’s Choices: Lyric Poetry, 567; Rhetorical Devices, 502; Speaking and 437; Figurative Language, 633; Verbal Irony, 713; Sound Devices, 523; Paradox, 433; Hyperbole, 447  <b>TE only:</b> Figurative Language, 6, 12, 88, 271, 319; Unpacking Figures of Speech, 338; Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Imagery, 374, 498; Analyze Personification, 430; Explore Literary Devices, 261; Interpret Imagery, 474; Investigate Simile, 762; Investigate Symbolism and Imagery, 291; Interpret a Paradox, 389</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking &amp; Complex Reasoning</p>	<p><b>SE/TE:</b> Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714  <b>TE only:</b> English Language Support, 672, 751</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 &amp; Concepts</p>	<p><b>SE/TE:</b> Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Network, 7, 117, 241, 417, 543, 681; Concept Vocabulary, 18, 46, 74, 81, 84, 91, 128, 156, 178, 186, 190, 194, 198, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 396, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 690, 702, 704, 714, 730, 735, 744, 754, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741  <b>TE only:</b> Concept Vocabulary, 77, 79, 87, 89, 180, 184, 191, 192, 204, 210, 377, 386, 475, 482, 494, 497, 519, 618, 638, 731, 732, 747, 748, 760, 761, 771, 776</p>