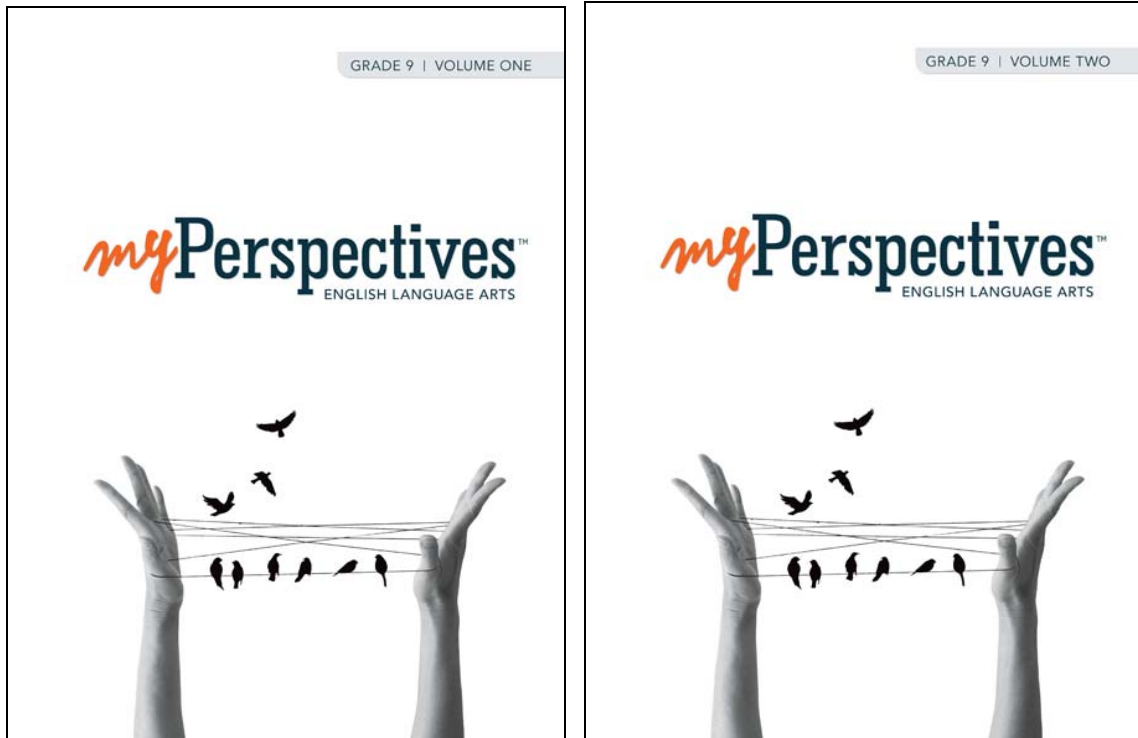


A Correlation of
myPerspectives
Grade 9, © 2017



To the
**Language Arts Florida Standards
(LAFS)
Grades 9 & 10**

A Correlation of myPerspectives, myPerspectives, Grade 9, ©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™ English Language Arts is a learning environment that focuses on a connected approach to student learning. 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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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Grades 9 & 10	
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>LAFS.910.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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Cite Textual Evidence, 46, 47, 74, 106, 146, 147, 199, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 592, 618, 619, 631, 656, 678, 716, 717, 730, 731, 766; Infer, 716; Draw Conclusions, 730</p>
<p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Summary, 8; Characters Develop Theme, 75; Analyze Theme, 229; Development of Theme, 235; Practice, 341; Identify Theme, 405; Reflect on Your Writing, 484; Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767 TE only: Author's Word Choice, 20; Narrative Fiction, 64; Theme, 101, 475, 479, 489, 670; Challenge, 105, 233, 396; Small-Group Close Reading, 204; Small-Group Learning, 313; analyzing Themes, 495</p>
<p>LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Author's Style: Exposition and Dialogue, 55; Complex Characters, 75; Frame Story Details, 147; Characterization, 213; Elements of Drama, 397; Archetypal Characters, 492; Character Development, 719 TE only: Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Cluster 2: Craft and Structure	
<p>LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Craft and Structure: Epic Simile, 619; Metaphor, 679; Dramatic Irony, 717; Personification, 731; also see: Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766</p>
<p>LAFS.910.RL.2.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Narrative Structure: Conflict, 47; Author’s Style: Exposition and Dialogue, 55; Characters Advance Plot, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717</p>
<p>LAFS.910.RL.2.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: <i>Life of Pi</i> (complex characters), 213; <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>, 516-521; <i>The Odyssey</i> (Oral Tradition), 592, 618; <i>The Return</i>, 651-656; <i>Ithaka: The Narrow Road of the Interior</i> (Point of View), 680; <i>A Song on the End of the World</i>, 766-768</p>

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Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Speaking and Listening: Listen to a Scene from Romeo and Juliet, 485; Analyze the Text, 631; Prepare to Compare, 632 TE only: Planning: from “The Odyssey: A Graphic Novel”, 624A</p>
<p>LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: “I Have a Dream”, 261-267; Background for the Play: Romeo and Juliet, 375; Comparing Texts: “Pyramus and Thisbe”, 486-493; “Ithaka,” 672-673, 678; Comparing Texts: “The Odyssey: A Graphic Novel”, 624-633; also see: Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516-522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524-529; <i>from</i> Radiolab “War of the Worlds”, 770-773; <i>from</i> American Experience “War of the Worlds”, 774-777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778-785 TE only: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; from “The Odyssey: A Graphic Novel”, 624A; <i>from</i> RadioLab: “War of the Worlds”, 770A; <i>from</i> American Experience “War of the Worlds”, 774A; The Myth of the War of the Worlds Panic, 778A</p>

**A Correlation of myPerspectives, myPerspectives, Grade 9, ©2017 to the
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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766, 791; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary fiction selections include the following:</u> The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38-T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It On the Mountain)</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<p>LAFS.910.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.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638</p>
<p>LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<p>LAFS.910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It & Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>

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Cluster 2: Craft and Structure	
<p>LAFS.910.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; Word Choice, 193; Multiple-Meaning Words, 106, 191, 491; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p>
<p>LAFS.910.RI.2.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 19, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It & Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<p>LAFS.910.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Craft and Structure: Purpose and Persuasion, 19, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Use of Rhetoric, 222; Argument, 267, 289; Argumentative Text, 513; Travel Journalism, 755</p> <p>TE only: Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709</p>

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Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.910.RI.3.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Comparing Text to Media: The <i>Endurance</i> and the <i>James Caird</i> in Images, 194-201; “Lessons of MLK, Jr.”, 322-333; Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516-522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524-529; <i>from</i> Radiolab “War of the Worlds”, 770-773; <i>from</i> American Experience “War of the Worlds”, 774-777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778-785</p> <p>TE only: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> RadioLab: “War of the Worlds”, 770A; <i>from</i> American Experience “War of the Worlds”, 774A; The Myth of the War of the Worlds Panic, 778A</p>
<p>LAFS.910.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Argument, 267, 289; Argumentative Text, 513; Author’s Style: Use of Rhetoric, 222</p> <p>TE only: Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p>
<p>LAFS.910.RI.3.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: “I Have a Dream” 260-269; “Letter From Birmingham Jail” 270-293</p> <p>TE only: Planning & Personalize for Learning, 260A-260D, 270A-270D</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.910.RI.4.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 783; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary nonfiction and informational text selections include the following:</u> A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; The Moral Logic of Survivor Guilt, 152; The Voyage of the James Caird, 178; The Value of a Sherpa Life, 216; I Have a Dream, 260; Letter From a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TE: Performance Task: Write an Argument, 168-173; Write an Argument, 494-499; Performance Based Assessment, 245-246, 537-538; Writing to Sources: Argument, 215, 246, 538; Critical Review, 150; Persuasive Letter, 484; Criticism, 515; Develop Your Argument, 785; Review Graphic Novel, 633; Writing to Compare: Opinion Article, 529
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Writing a Claim, 169; Elements of Literary Criticism, 494; ; Argument, 215; Review Evidence for an Argument, 245, 537; Writing to Sources: Argument, 538; Criticism, 515
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SE/TE: Elements of an Argument, 168; Writing a Claim, 169; Elements of Literary Criticism, 494; Drafting, 496; Supporting Arguments, 497; Writing to Sources: Critical Review, 150; Argument, 215, 245, 246-247, 538 TE only: Take a Stand, 331
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: Elements of an Argument, 168; Create Cohesion: Transitions, 171; Word Choice, 172; Elements of Literary Criticism, 494; Writing to Sources: Argument, 246 TE only: Take a Stand, 331
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Revising, 172, 498; Elements of Literary Criticism, 494; Drafting, 496; Writing to Sources: Argument, 246; Public Opinion Report, 333
e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Cognitive Complexity:</i> Level 4: Extended Thinking &Complex Reasoning	SE/TE: Conclusion, 170; Evaluating Your Draft, 498

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LAFS.910.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.	SE/TE: Performance Task: Write an Informative Essay, 298-303; Write an Explanatory Text, 640-645; Writing to Sources: Writing Plan, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311, 659; Team Report, 333; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 351-352; Explanatory Essay, 689-690; Explanatory Text/Podcast, 690-691
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Elements of an Explanatory Text, 640; Writing to Sources: Encyclopedia Entry, 162; Informative Essay, 352; Writing to Compare, 293, 493
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Drafting, 300, 642; Elements of an Explanatory Text, 640; Writing to Compare, 293, 493; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Informative Essay, 352
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Writing to Compare, 293; Elements of an Informative Text, 298; Revising, 302; Elements of an Explanatory Text, 640; Revising, 644; Writing to Sources: Compare-and-Contrast Essay, 293; Transitions, 332; Author's Style, 514
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299; Using Precise Language, 300; Revising, 302; Elements of an Explanatory Text, 640; Drafting, 642; Writing to Compare, 293; Writing to Sources: Compare-and-Contrast Essay, 293; Newspaper Report, 297; Check for Accuracy: Using a Dictionary and Thesaurus, 643
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.	SE/TE: Revising, 302; Elements of an Explanatory Text, 640; Revising, 644; Writing to Sources: Listener Comment, 167; Newspaper Report, 297; Informative Essay, 352; Writing to Compare, 493

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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 & Complex Reasoning</p>	<p>SE/TE: Elements of an Informative Text, 298; Revising, 302, 644; Writing to Compare, 493; Elements of an Explanatory Text, 640</p>
<p>LAFS.910.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52-57; Write a Narrative, 736-743; Writing to Sources: Alternative Endings, 50; Narrative, 794; Sequel, 720; Short Story, 734; Original Literary Work, 769</p>
<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE/TE: Choose a Character, 51; Choose an Event to Explore, 53; Structure the Sequence, 53; Writing to Sources, 720; Prewriting/Planning, 737</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE/TE: Write a Nonfiction Narrative: Prewriting/Planning, 53; Drafting, 54, 738; Exposition and Dialogue, 55; Revising: Dialogue, 56; Write It!, 719;</p>
<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>SE/TE: Writing to Sources, 720; Organize Your Narrative, 738; Revising: Use Narrative Techniques, 740</p>
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: Write a Nonfiction Narrative: Prewriting/Planning, 53; Revising, 56; Writing to Sources: Sequel, 720; Short Story, 734; Language Development, 739; Revising, 740</p>
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Narrative: Prewriting, 54; Writing to Sources: Alternative Ending, 50; Sequel, 720</p>

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Language Arts Florida Standards (LAFS)	myPerspectives, ©2017 Grade 9
Cluster 2: Production and Distribution of Writing	
<p>LAFS.910.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52-57; Write an Argument, 168-173; Write an Informative Essay, 298-303; Write an Argument, 494-499; Write an Explanatory Text, 640-645; Write a Narrative, 736-743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 791; Writing to Compare, 35, 201, 293, 493, 529, 633, 785; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773, 777, 794</p>
<p>LAFS.910.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 9-10 on page 54.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 53, 169, 299, 495, 641, 739; Drafting, 54, 170, 293, 300, 496, 642, 740; Revising, 56, 172, 293, 302, 498, 644, 742; Editing/ Proofreading, 57, 173, 303, 499, 645, 743; Publishing and Presenting, 57, 173, 303, 499, 645, 743</p>
<p>LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver an Explanatory Multimedia Presentation, 682-683; Multimedia Presentation, 201, 344-345, 354, 540; Finding Sources, 757; Focus Research, 299; Research, 667</p> <p>TE only: Strategic Use of Media, 238; Word Processing Software: Write a Narrative, 52, 736; Write an Argument, 168, 494; Write an Informative Essay, 298; Write an Explanatory Text, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57</p>

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Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.910.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 4: Extended Thinking &Complex Reasoning</p>	<p>SE/TE: Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; Research, 87, 299, 311, 511, 667, 757; Speaking and Listening, 167; Writing to Compare, 201; Gather Evidence and Media, 682</p> <p>TE only: Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706; Personalize for Learning, 40, 272, 295, 468, 514, 526, 562, 595, 791; Strategic Support, 70; Express and Reflect, 266</p>
<p>LAFS.910.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><i>Cognitive Complexity:</i> Level 4: Extended Thinking &Complex Reasoning</p>	<p>SE/TE: Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 352, 538; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782</p> <p>TE only: Gather Evidence & Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Selecting Evidence, 785; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p>

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LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Literary Criticism, 494; Review, 633; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 96, 311, 659; Explanatory Text, 690; Job Application, 639; Sequel, 720; Writing to Compare, 493, 633, 785; Research, 757
a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Literary Criticism, 494; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 311, 659; Explanatory Text, 690; Job Application, 639; Sequel, 720; Writing to Compare, 493, 633, 785
b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Writing to Sources: Criticism texts, 515; Essay, 96, 311; Explanatory Text, 690; Job Research, 757
Cluster 4: Range of Writing	
LAFS.910.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 3: Strategic Thinking & Complex Reasoning	SE/TE: Performance Task: Write a Nonfiction Narrative, 52-57; Write an Argument, 168-173; Write an Informative Essay, 298-303; Write an Argument, 494-499; Write an Explanatory Text, 640-645; Write a Narrative, 736-743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 791; Writing to Compare, 35, 201, 293, 493, 529, 633, 785; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773, 777, 794

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Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
LAFS.910.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 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Share Your Independent Learning, 116, 244, 350, 536, 688, 792; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681, 769; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 623; Group Discussion Tip, 86, 94, 106, 192, 212, 220, 234, 318, 330, 331, 340, 341, 512, 521, 522, 656, 664, 678, 754, 766, 767, 783 TE only: Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553, 641, 737, 791; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TE: Conduct a Small Group Discussion, 8; Panel Discussion, 109; Group Discussion Tip, 191; Speaking and Listening, 343; Job Interview, 639

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<p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Present and Discuss, 94; Panel Discussion, 109; Analyze the Media, 166; Group Discussion Tip, 192; Speaking and Listening, 343, 623</p>
<p>LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Media: Radio Broadcast: The Key to Disaster Survival? Friends and Neighbors, 164; Media: Video: Remarks on the Assassination of Martin Luther King, Jr., 297; Media: Newscast: Remembering Civil Rights History, “When Words Meant Everything”, 310; Oral Presentation, 769; Deliver an Explanatory Multimedia Presentation, 682-683; Multimedia Presentation, 201, 344-345, 354, 540; Digital Presentation, 87, 223; Small Group Performance Task, 239, 531; Performance-Based Assessment, 796; Annotated Illustration, 321; Multimedia Timeline, 721; Podcast, 110-111, 692, 786-787; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485; Script, 785</p>
<p>LAFS.910.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164-166; Analyze Craft and Structure, 267; Writing to Sources & Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308-311; Speaking and Listening: Debate, 623</p> <p>TE only: Speaking and Listening, 167</p>

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Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.910.SL.2.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Small Group Performance Task, 110-111, 238, 344, 530, 682, 786; Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Newscast, 297; Classroom Debate, 363, 465, 623; Multimedia Timeline, 721; Oral Presentation, 167, 248, 769; Script, 785; Monologue, 51; Reader’s Theater, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p>
<p>LAFS.910.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Deliver an Explanatory Multimedia Presentation, 682-683; Multimedia Presentation, 201, 344-345, 354, 540; Digital Presentation, 87, 223; Multimedia Timeline, 721; Podcast, 110-111, 692, 786-787; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Create a Script, 785; Small Group Performance Task, 239, 345, 531</p>
<p>LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Small Group Performance Task, 110, 345, 683, 787; Speaking and Listening: Oral Presentation, 237; Performance Task: Present an Argument, 238-239; Multimedia Presentation, 321, 354-355; Dramatic Interpretation, 423; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797</p>

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Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 303, 645; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739
a. Use parallel structure.	SE/TE: Author’s Style (Parallel Structure), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739 TE only: Analyze Parallelism, 323
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Conventions: Types of Phrases, 49; Infinitives and Infinitive Phrases, 149; Transitions, 171; Participial Versus Absolute Phrases, 214; Phrases, 523; Active and Passive Voice, 658; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: Performance Task: Editing/ Proofreading, 303, 645; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739
a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.	SE/TE: Conventions: Punctuation, 161; Author’s Style: Conventions, 320; Setting and Punctuating Direct Quotations, 497
b. Use a colon to introduce a list or quotation.	SE/TE: Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497; Edit for Conventions, 499 TE only: Using Quotations
c. Spell correctly. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts	SE/TE: Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643

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Cluster 2: Knowledge of Language	
LAFS.910.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SE/TE: Author’s Style: Diction, 719, 756; Figurative Language, 96, 236, 399; Rhetoric, 222; Sound Devices, 86; Use of Language, 768; Word Choice, 21, 108, 193; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning	SE/TE: Writing to Sources, 150; Supporting Argument: Using Quotations, 497; Finding Sources, 757; Research: R30-R33
Cluster 3: Vocabulary Acquisition and Use	
LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies.	SE/TE: Multiple-Meaning Words, 106, 191, 491; Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	SE/TE: Word Study Skills: Word Changes, 268; Word Families, 482, 718, 783; Word Parts, 591; also see: Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Base Words, 202, 516, 650, 758; Etymology, 340; Prefixes, 20, 94, 421, 447, 521, 397

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<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>SE/TE: Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340; Word Families, 783 TE only: Dictionary, 144; Unfamiliar Words, 605, 781</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Concept Vocabulary, 12, 36, 94, 98, 106, 260, 268, 270, 334, 374, 400, 424, 450, 466, 516, 754, 766</p>
<p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: Figurative Language, 96, 236, 399, 679; Analyze Craft and Structure, 267, 619; Word Study, 664; Word Study, 664, 718; Use of Language, 768; Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Context Clues, 62; Multiple-Meaning Words, 106, 191, 491; TE only: Figurative Language, 14, 16, 25, 37, 92, 137, 184, 206, 223, 227, 231, 459, 471, 674, 725; Analyze Metaphor, 261, 275, 384, 403; Analyze Simile, 381, 568, 713; Personification, 69, 103, 437, 731; Imagery, 81, 393</p>
<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>SE/TE: Word Study: Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Figurative Language, 236, 399; Analyze Craft and Structure, 267 TE only: Figurative Language, 16, 231; Analyze Idioms, 63, 108; Analyze Hyperbole, 66, 323, 416; English Language Support, 92; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Analyze Oxymoron, 432; Challenge, 366C</p>

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<p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning</p>	<p>SE/TE: Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756</p>
<p>LAFS.910.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Cognitive Complexity:</i> Level 2: Basic Application of Skills & Concepts</p>	<p>SE/TE: Word Network, 7, 127, 255, 361, 547, 701; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746, 778; Why These Words?, 20, 32, 48, 74, 84, 94, 106, 148, 160, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 521, 591, 620, 656, 664, 678, 718, 732, 754, 766, 783; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 524, 527, 631, 634, 770, 773, 774, 776; Diction, 756</p>