



LANGUAGE! *Live*



LANGUAGE! *Live*, Grades 5-10

**CORRELATED TO THE
LANGUAGE ARTS FLORIDA STANDARDS (LAFS)**



LANGUAGE! Live correlated to the Language Arts Florida Standards, Grades 5-10

LAFS: Language Arts Florida Standards	LANGUAGE! Live Page Matches
Grade 5	
Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
<p>LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, U9: L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how</p>	<p>Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Page Matches
Grade 5	
<p>the speaker in a poem reflects upon a topic; summarize the text.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2</p> <p>TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L8: 242-247, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439</p> <p>SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L8: 124-125, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p> <p>Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p> <p>Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10</p>
<p>LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U9: L2: 203-204, U9: L6: 236-240</p> <p>SE: U9: L2: 121, U9: L6: 141-143</p> <p>Level 2</p> <p>TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U12: L3: 477-480, U12: L5: 493, U12: L8: 513-517</p> <p>SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir</p> <p>Writing Projects: Level 2 Compare and Contrast Fairy Tales</p>

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Cluster 2: Craft and Structure	
<p>LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L5: 222, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524 SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34</p> <p>Level 2 TE: U2: L1: 86-92, U3: L7: 235-241, U4: L1: 276-278, 283-288, U9: L7: 242-246, U11: L3: 390-393 SE: U2: L1: 37-40, U3: L7: 121-123, U4: L1: 145, 147-152, U9: L7: 14, 202-203, U11: L3: 305-306</p>
<p>LAFS.5.RL.2.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L9: 433-439, U12: L8: 513-517</p>

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	<p>SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L6: 57-60, 62, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U11: L3: 390-393, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92</p>
<p>LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 2 TE: U8: L5: 125-128, U8: L7: 151-155, U9: L7: 242-246, U11: L7: 423-426, U11: L8: 428-432, 1: L9: 433-439 SE: U8: L5: 39, 55, U8: L7: 88-89, U9: L7: 14, 202-203, U11: L7: 325, U11: L8: 327-329, U1U11: L9: 330-334</p> <p>Power Pass: Level 1: Unit 11: Disturbing Sky</p> <p>Writing Projects: Level 1: Project 5: Lesson 1: Interpreting Fairy Tales in Literature, pp. 1-11; Lesson 2: Comparing Fairy Tales, pp. 12-16; Lesson 3: Defining Compare and Contrast Text Structure, pp. 17-20; Lesson 4: Developing a Thesis Statement, pp. 21-24; Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 6: Understanding Conventions: Complete Sentences and Titles of Works, pp. 29-32; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37; Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39; Lesson 10: Presenting a Fairy Tale Evaluation, pp. 40-41</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465 SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288</p> <p>Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420,</p>

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	<p>U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p> <p>Reading Scope: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse</p>
<p>Strand: Reading Standards: Foundational Skills</p>	
<p>Cluster 3: Phonics and Word Recognition</p>	
<p>LAFS.5.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<p>Level 1 TE: U1: L3: 21-23, U1: L8: 58-59, U5: L3: 332-333, U6: L6: 447-448, U7: L6: 53-54, U8: L6: 147-148 SE: U1: L7: 28, U5: L3: 172, U6: L6: 240, U7: L6: 28, U8: L6: 83 Word Training: U1: L1-4, U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-3, U12: L1-3 Read Words, Spell Words, and Sentence Completion Goals</p> <p>Level 2 Word Training: U1: L1-4, U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4</p>
<p>Cluster 4: Fluency</p>	
<p>LAFS.5.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 10-13, U1: L4: 31-35, U1:L8: 58-59, U2: L3: 99, U2: L4: 106, U2: L4: 108, U2: L8: 136, U3: L3: 176, U3: L4: 183, 185, U3: L8: 211, U3: L10: 226-227, U4: L1: 243-246, U4: L3: 254, U4: L4: 260, U4: L4: 262, U4: L8: 288, U4: L10: 300-301, U5: L3: 330, U5: L4: 340, 342, U5: L9: 380, U5: L9: 388, U6: L1: 407-410, U6: L3: 418, U6: L4: 427, 429-430, U6: L9: 470, U7: L3: 22, U7: L4: 34, 36-37, U7: L9: 78, U8: L3: 117, U8: L4: 128, 131, U8: L9: 169, U8: L9: 175, U9: L3: 205, U9: L4: 215, 217, U9: L9: 257, U10: L3: 294, U10: L4: 306, 308-309, U10: L7: 329-335, U10: L9: 341, U10: L9: 349-350, U11: L3: 382, U11: L4: 392, 394, U11: L9: 429, U12: L3: 473, U12: L4: 484, 487-488, U12: L9: 541, U12: L9: 546-547 SE: U1: L1: 4-5, U1: L4: 16-18, U1:L8: 28, U2: L3: 51, U2: L4: 56, U2: L8: 72, U3: L3: 92, U3: L4: 96, 98, U3: L8: 111, U3: L10: 118, U4: L1: 125-126, U4: L3: 131, U4: L4: 135, U4: L4: 137, U4: L8: 150, U4: L10: 156, U5: L3: 171, U5: L4: 178, U5: L9: 202, U5: L9: 209, U6: L1: 217-</p>

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Level 1 Word Training: U2: L1-4, U3: L1-4; U4: L1-4, U5: L1-4; U6: L1-4, U7: L1-4; U8: L1-4, U9: L1-4, U10: L1-4; U11: L1-4, U12: L1-4, Fluency Checks

Level 2

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Word Training: Fluency Checks

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Strand: Reading Standards: for Informational Text	
Cluster 1: Key Ideas and Details	
<p>LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 86-91, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283 Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
LAFS.5.RI.1.2	Level 1

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<p>Determine two or more main ideas and how they are supported by key details; summarize the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L1: 10-11 U1: L5: 39-40, U1: L7: 53-55, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L1: 243-246, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L5: 436-441, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L5: 235, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants</p>
<p>LAFS.5.RI.1.3</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L4: 489-493</p> <p>SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U4: L1: 276-278, 283-288, U5: L3: 384-389, U5: L8: 420-424, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225</p> <p>SE: U4: L1: 145, 147-152, U5: L3: 201-202, U5: L8: 66, 218-220, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135</p> <p>Power Pass: Level 2: Unit 5: StreetWise magazine</p>
<p>Cluster 2: Craft and Structure</p>	
<p>LAFS.5.RI.2.4</p> <p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90 U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5:</p>

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<p>LAFS.5.RI.2.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L3: 422-426, U6: L6: 452-457, U7: L3: 29-33, U7: L4: 38-40, U8: L3: 123-127, U8: L6: 152-156, U8: L10 180-181 SE: U7: L3: 16-18, U7: L4: 22-23, U8: L3: 72-73, U8: L6: 87-88, U8: L10 108</p> <p>Level 2 TE: U5: L9: 425-431, U5: L10: 434-441 SE: U5: L9: 221-224, U5: L10: 210, 218, 225-228</p> <p>Writing Projects: Level 2 Compare and Contrast Fairy Tales</p>
<p>LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U6: L1: 400-402, U6: L3: 422-426, U6: L6: 452-457, U8: L5: 142-144, U8: L6: 152-156, U11: L2: 380-381, U11: L6: 415-417, U12: L4: 489-493 SE: U6: L6: 245, U8: L5: 82, U8: L6: 87-90, U11: L2: 232-233, U11: L6: 256-257, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-42, U5: L8: 420-424, U5: L10: 434-440, , U10: L9: 342-350 SE: : U1: L6: 17, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants</p> <p>Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing</p>

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	Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44
Cluster 3: Integration of Knowledge and Ideas	
LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	
LAFS.5.RI.3.8 Explain how an author uses evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning	Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245 Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283 Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes
LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	Level 1 TE: U6: L5: 436-441, U6: L6: 452-457, U8: L4: 131-134, U12: L4: 489-493 SE: U6: L6: 245, U8: L4: 77-78, U12: L4: 302-304 Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283 Writing Projects: Level 2 Shared Scientific Research Project
Cluster 4: Range of Reading and Level of Text Complexity	
LAFS.5.RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9:

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	<p>216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283</p> <p>Reading Scope: <i>All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club</i></p>
Strand: Writing Standards	
Text Types and Purposes	
<p>LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251</p> <p>Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L5: 314 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L5: 266-267</p> <p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p> <p>Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments,</p>

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	<p>pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>
<p>LAFS.5.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368</p> <p>Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a</p>

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	Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
<p>LAFS.5.W.1.3 Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a situation, introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters’ external behaviors and internal responses. c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use well-chosen words and phrases to convey events and experiences precisely.</p> <p>e. Provide a satisfying conclusion that follows from the narrative’s events.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p> <p>Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.5.W.2.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L7: 329-335, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 52-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8:</p>

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	<p>140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L8: 337-341, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, 12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U10: L8: 276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6</p>
<p>LAFS.5.W.2.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L2: 22-25, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533</p>

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SE: U1: L2: 9-10, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390

Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6

Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29

Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39

Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44

Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37

Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35

Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34

Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29

Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30

Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39

Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28

Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30

Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38

Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect

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	<p>Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>LAFS.5.W.2.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U12: L10: 552</p> <p>Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39</p> <p>Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30</p> <p>Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>Cluster 3: Research to Build and Present Knowledge</p>	
<p>LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264</p> <p>Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp. 13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29; Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.5.W.3.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in</p>	<p>Level 1 The following provide opportunities: TE: U5: L5: 354-357, U9: L5: 228-230, U12: L5: 503-506 SE: U5: L5: 182-186, U9: L5: 135-137, U12: L5: 306-308</p>

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<p>notes and finished work, and provide a list of sources.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12</p> <p>Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28</p> <p>Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15</p> <p>Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24</p> <p>Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4</p> <p>Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16</p> <p>Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4</p>
<p>LAFS.5.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U4: L6: 278-280, U6: L8: 466-469, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U11: L5: 405-408, U11: L8: 425-428, U12: L5: 503-506</p> <p>SE: U4: L6: 144-145, U6: L8: 248-251, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U11: L5: 247-250, U11: L8: 261-264, U12: L5: 306-308</p> <p>Level 2</p> <p>TE: U2: L8: 140-144, U3: L5: 202-205, U3: L10: 264-270, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L5: 482, U6: L10: 532-538, U7: L7: 56-59, U7: L10: 73-76, U8: L10: 179-183, U9: L3: 211-215, U9: L8: 247-252, U10: L3: 298-301, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U2: L8: 59, 66-67, U3: L5: 97-98, U3: L10: 30, 140-143, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L7: 14, 29, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L8: 204-206, U10: L3: 257-259, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Writing Projects: Level 2: Project 5: Lesson 1: Analyzing Thematic Literature, pp. 1-15; Lesson 2: Comparing Themes, pp. 16-18; Lesson 3: Comparing and Contrasting Texts, pp. 19-22; Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 1: Analyzing Ancient Stories, pp. 1-10; Lesson 2: Comparing and Contrasting Myths, pp. 11-16; Lesson 3: Analyzing Contemporary Fiction, pp. 17-20; Lesson 4: Writing a Literary Analysis: Plan, pp. 21-25; Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 6: Using Punctuation from Effect, pp. 30-34; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38; Lesson 9: Creating an Artistic Rendering, pp. 39-40; Lesson 10: Presenting an Artistic Rendering, pp. 41-42</p>
<p>Cluster 4: Range of Writing</p> <p>LAFS.5.W.4.10</p>	<p>Level 1</p>

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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning

TE: U1: L6: 49-50, U2: L5: 120-121, U2: L6: 127-129, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L6: 202-204, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 347-353, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L7: 247-248, U9: L8: 249-256, U9: L9: 261, U11: L5: 405-408

SE: U1: L7: 27, U2: L5: 64, U2: L6: 65-67, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U3: L6: 105-106, U3: L9: 115-116, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 175, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L7: 146, U9: L8: 147-153, U9: L9: 159, U11: L5: 247-250

Level 2

TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-40, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L2: 19-21, 22-24, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L5: 314, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533

SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L2: 10-11, 12-13, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, , U10: L3: 298-301, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390

Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example,

Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9:

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	<p>Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4; Lesson 2: Analyzing Résumés and Cover Letters, pp. 5-11; Lesson 3: Using Proper Conventions in Formal Letters, pp. 12-16; Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>Strand: Standards for Speaking and Listening</p>	
<p>Cluster 1: Comprehension and Collaboration</p>	
<p>LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L9: 144, U4: L9: 293-296</p> <p>Level 2 TE: U1: L10: 76, U2: L6: 121-131, U3: L3: 186-190, U4: L7: 330-334, U8: L5: 125-128, U8: L8: 156-160 SE: U1: L10: 26, U2: L6: 57-60, 62, U3: L3: 66, 89, U4: L7: 175, U8: L5: 39, 55, U8: L8: 15, 90-92</p> <p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.</p>
<p>LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.</p>

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<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	
<p>Cluster 2: Presentation of Knowledge and Ideas</p>	
<p>LAFS.5.SL.2.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</p>
<p>LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3.)</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Supports understanding of formal vs informal style Power Pass: Level 2: Unit 2: Vandal</p> <p>Writing Projects: Level 1: Project 2: Lesson 9: Adjusting to an Audience, pp. 32-33 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35 Writing Projects: Level 1: Project 8: Lesson 3: Using Proper Conventions in Formal Letters, pp. 11-15</p>
<p>Strand: Language Standards</p>	
<p>Cluster 1: Conventions of Standard English</p>	
<p>LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate fluent and legible cursive writing skills.</p> <p>b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>c. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p> <p>d. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>e. Recognize and correct inappropriate shifts in verb tense.</p> <p>f. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L3: 25-27, U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 35, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L3: 12-13, U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8:</p>

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<p>LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<p>Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L5: 197, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240,</p>

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<p>Cluster 2: Knowledge of Language</p>	
<p>LAFS.5.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 157, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 303, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U11: L2: 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357</p>
<p>Cluster 3: Vocabulary Acquisition and Use</p>	
<p>LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62-63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11:</p>

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<p>LAFS.5.L.3.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Level 1</p> <p>TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-</p>

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<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L7: 65, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p>
<p>LAFS.5.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6:</p>

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	<p>45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>
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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
<p>LAFS.6.RL.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.6.RL.1.2 Determine a theme or central idea of a text and how it is conveyed through particular details;</p>	<p>Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
<p>provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p> <p>Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p> <p>Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10</p>
<p>LAFS.6.RL.1.3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324</p> <p>Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, U11: L7: 423-426, U12: L3: 477-480, U12: L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125 U3: L9: 248-263, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, 415-420, U11: L6: 317, 319-323, U11: L7: 325, U12: L3: 358-359, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir</p>
Cluster 2: Craft and Structure	
<p>LAFS.6.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9:</p>

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Grade 6	
	<p>145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.6.RL.2.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34</p> <p>Level 2 TE: U2: L1: 86-92, U2: L6: 121-131, U3: L7: 235-241, U4: L1: 276-278, 283-288, U9: L7: 242-246, U11: L3: 390-393 SE: U2: L1: 37-40, U2: L6: 57-60, 62, U3: L7: 121-123, U4: L1: 145, 147-152, U9: L7: 14, 202-203, U11: L3: 305-306</p>
<p>LAFS.6.RL.2.6 Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U11: L9: 433-439, U12: L8: 513-517 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World</p>
Cluster 3: Integration of Knowledge and Ideas	
LAFS.6.RL.3.7	<p>Level 1 The following provide opportunities:</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
<p>Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>TE: U7: L5: 51-52</p> <p>Level 2 TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92</p>
<p>LAFS.6.RL.3.9</p> <p>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U3: L8: 242-247, U8: L5: 125-128, U8: L7: 151-155, U9: L8: 247-252, U11: L8: 428-432, U12: L3: 477-480, U12: L7: 509-512 SE: U3: L8: 124-125, U8: L5: 39, 55, U8: L7: 88-89, U9: L8: 204-206, U11: L8: 327-329, U12: L3: 358-359, U12: L7: 376-377</p> <p>Power Pass: Level 2: Unit 5: StreetWise magazine</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.6.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465, SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288</p> <p>Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L4: 161-165, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
	<p>Reading Scope: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse</p>
Strand: Reading Standards: for Informational Text	
Cluster 1: Key Ideas and Details	
<p>LAFS.6.RI.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493 SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L1: 317-322, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1:</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
	<p>243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.6.RI.1.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L5: 39-40, U1: L7: 53-55, U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L1: 243-246, U4: L5: 265-270, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants</p>
<p>LAFS.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2 TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U5: L8: 420-424, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U5: L8: 66, 218-220, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U9: L4: 14, 129-135</p>
Cluster 2: Craft and Structure	

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Grade 6	
<p>LAFS.6.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10: 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270</p> <p>Level 2 TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350 SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.6.RI.2.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U6: L6: 452-457, U8: L7: 157-163, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U8: L7: 91-93, U10: L3: 187-188, U10: L4: 192-193</p> <p>Level 2 TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431 SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224</p>
<p>LAFS.6.RI.2.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U5: L10: 391, U6: L1: 400-401, U6: L2: 417, U6: L5: 445-446, U6: L6: 452-457, U8: L1: 100-102, U8: L6: 152-156, U8: L10: 180-181, U10: L1: 276-278, U11: L2: 380-381, U11: L6: 415-417 SE: U6: L1: 215, U6: L2: 224, U6: L5: 239, U6: L6: 245, U8: L1: 57, U8: L6: 87-90, U8: L10: 109, U10: L1: 171, U11: L2: 232-233, U11: L6: 256-257</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
	<p>Level 2 TE: U1: L6: 41-42, U5: L8: 420-424, U7: L6: 42-44, 49-51, U7: L9: 65-70, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U1: L6: 17, U5: L8: 66, 218-220, U7: L6: 23, 25-27, U7: L9: 32-34 U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.6.RI.3.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U2: L1: 80-81, U3: L1: 158-160, U8: L3: 123-127, U8: L4: 131-134 SE: U8: L3: 72-73</p>
<p>LAFS.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U7: L9: 65-70, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U7: L9: 32-34, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes</p>
<p>LAFS.6.RI.3.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.6.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515</p>

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	<p>SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 467-471, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283</p> <p>Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club</p>
Strand: Writing Standards	
Text Types and Purposes	
<p>LAFS.6.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p>	<p>Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251</p> <p>Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L5: 314, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U11: L5: 315-316</p> <p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing</p>

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<p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p> <p>Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>
<p>LAFS.6.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368</p> <p>Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate</p>

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	<p>and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p>
<p>LAFS.6.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p> <p>Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.6.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>Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8:</p>

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<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6</p>
<p>LAFS.6.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should</p>	<p>Level 1</p> <p>TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340,</p>

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<p>Grade 6</p> <p>demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p> <p>Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6</p> <p>Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29</p> <p>Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37</p> <p>Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>

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	<p>Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>LAFS.6.W.2.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U12: L10: 552</p> <p>Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39</p> <p>Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30</p> <p>Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
Cluster 3: Research to Build and Present Knowledge	

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<p>LAFS.6.W.3.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264</p> <p>Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp. 13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29; Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.6.W.3.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28 Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15 Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24 Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4 Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16 Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4</p>
<p>LAFS.6.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U11: L5: 405-408, U11: L8: 425-428, U12: L5: 503-506 SE: U6: L8: 248-251, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U11: L5: 247-250, U11: L8: 261-264, U12: L5: 306-308</p> <p>Level 2 TE: U2: L8: 140-144, U3: L5: 202-205, U3: L10: 264-270, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L5: 482, U6: L10: 532-538, U7: L7: 56-59, U7: L10: 73-76, U8: L10: 179-183, U9: L3: 211-215, U9: L8: 247-252, U10: L3: 298-301, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U2: L8: 59, 66-67, U3: L5: 97-98, U3: L10: 30, 140-143, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L7: 14, 29, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L8: 204-206, U10: L3: 257-259, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Writing Projects: Level 2: Project 5: Lesson 1: Analyzing Thematic Literature, pp. 1-15; Lesson 2: Comparing Themes, pp. 16-18; Lesson 3: Comparing and Contrasting Texts, pp. 19-22; Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27;</p>

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	<p>Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 1: Analyzing Ancient Stories, pp. 1-10; Lesson 2: Comparing and Contrasting Myths, pp. 11-16; Lesson 3: Analyzing Contemporary Fiction, pp. 17-20; Lesson 4: Writing a Literary Analysis: Plan, pp. 21-25; Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 6: Using Punctuation from Effect, pp. 30-34; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38; Lesson 9: Creating an Artistic Rendering, pp. 39-40; Lesson 10: Presenting an Artistic Rendering, pp. 41-42</p>
Cluster 4: Range of Writing	
<p>LAFS.6.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U2: L5: 120-121, U2: L6: 127-129, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L6: 202-204, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 347-353, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L7: 247-248, U9: L8: 249-256, U9: L9: 261, U11: L5: 405-408 SE: U1: L7: 27, U2: L5: 64, U2: L6: 65-67, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U3: L6: 105-106, U3: L9: 115-116, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 175, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L7: 146, U9: L8: 147-153, U9: L9: 159, U11: L5: 247-250</p> <p>Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-40, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, U6: L8: 511-516, U6: L10: 532-538, U7: L2: 19-21, 22-24, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L5: 314, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L2: 10-11, 12-13, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 298-301, U10: L3: 257-259, U10: L5: 266-267, U10: L8:</p>

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	<p>276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 3: Lesson 1: Distinguishing Fact from Fiction, pp. 1-9; Lesson 2: Researching a Historical Event, pp. 10-13; Lesson 3: Creating a Multimedia Presentation, pp. 14-16; Lesson 4: Presenting with Media, pp. 17-18; Lesson 5: Analyzing Historical Texts, pp. 19-24; Lesson 6: Developing Thesis Statements, pp. 25-28; Lesson 7: Writing a Compare and Contrast Essay: Plan, pp. 29-30; Lesson 8: Using Grammar in Writing, pp. 31-34; Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p>
Strand: Speaking and Listening	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.6.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189,</p>

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<p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>LAFS.6.SL.1.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U4: L1: 236-237</p> <p>Level 2 TE: U2: L6: 121-131, U3: L3: 186-190, U6: L10: 532-538, U8: L8: 156-160 SE: U2: L6: 57-60, 62, U3: L3: 66, 89, U6: L10: 280-284, U8: L8: 15, 90-92</p> <p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.</p>
<p>LAFS.6.SL.1.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</p>
<p>LAFS.6.SL.2.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.6.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3.)</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>supports understanding of formal vs informal style: Power Pass: Level 2: Unit 2: Vandal</p> <p>Writing Projects: Level 1: Project 2: Lesson 9: Adjusting to an Audience, pp. 32-33 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35 Writing Projects: Level 1: Project 8: Lesson 3: Using Proper Conventions in Formal Letters, pp. 11-15</p>
Strand: Language Standards	
Cluster 1: Conventions of Standard English	
LAFS.6.L.1.1	Level 1

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<p>Grade 6</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L6: 128-131, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L6: 58-60, 62, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p> <p>Writing Projects: Level 1: Project 4: Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40</p>
LAFS.6.L.1.2	Level 1

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 6	
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L5: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490</p> <p>SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p> <p>Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25</p>
Cluster 2: Knowledge of Language	
<p>LAFS.6.L.2.3</p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357</p>
Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.6.L.3.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112,</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
<p>Grade 6</p> <p>grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p>

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<p>Grade 6</p>	<p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L4: 50-54, U2: L6: 58, U2: L7: 58, U3: L1: 72, 74-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 3: Teá Dobromir; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 9: A Wolf in Dark Glasses; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p> <p>SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490</p> <p>SE: U1: L9: 28, U2: L4: 50-54, U2: L7: 65, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p> <p>Power Pass: Level 1: Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 12: Sonia Sotomayor</p>
<p>LAFS.6.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208,</p>

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<p>considering a word or phrase important to comprehension or expression.</p> <p><u>Cognitive Complexity</u>: Level 1: Recall</p>	<p>U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 289-290, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>

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Grade 7	
Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
<p>LAFS.7.RL.1.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.7.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324</p>

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<p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p> <p>Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p> <p>Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10</p>
<p>LAFS.7.RL.1.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324</p> <p>Level 2 TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L5: 493, U12: L8: 513-517 SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir</p>
Cluster 2: Craft and Structure	
<p>LAFS.7.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6:</p>

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	<p>213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.7.RL.2.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U7: L6: 60-63, U9: L10: 267-268 SE: U7: L6: 33-34</p> <p>Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U3: L7: 235-241, U9: L7: 242-246 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L7: 121-123, U9: L7: 14, 202-203</p>
<p>LAFS.7.RL.2.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L7: 135-136, U3: L10: 271-272, U4: L4: 305-311, U7: L1: 4-6, 11-16, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, 9: L9: 209-237, U11: L3: 390-393, U11: L9: 433-439, U12: L8: 513-517 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U2: L7: 64, U3: L10: 99, 124, U4: L4: 161-165, U7: L1: 1-3, 5-9, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L10: 272-273, U9: L10: 137, 204, U11: L3: 305-306, U11: L9: 330-334, U12: L8: 378-380</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.7.RL.3.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p>	<p>Level 2 TE: U1: L5: 39-40, U2: L6: 121-131, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U2: L6: 57-60, 62, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92</p>

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<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	
<p>LAFS.7.RL.3.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U11: L2: 380-381 SE: U11: L2: 232-233</p> <p>Level 2 TE: U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247 SE: U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125</p> <p>The following supports understanding of firsthand and secondhand accounts, supporting this standard: Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.7.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465, SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288</p> <p>Level 2 TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L4: 161-165, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524 SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L9: 179-183, U5: L1: 189,</p>

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	<p>191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p> <p>Reading Scope: That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse</p>
Strand: Reading Standards: for Informational Text	
Cluster 1: Key Ideas and Details	
<p>LAFS.7.RI.1.1 Cite several sources of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493</p> <p>SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70 U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, 323-327, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215,</p>

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	<p>U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.7.RI.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438 SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350 SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants</p>
<p>LAFS.7.RI.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493 SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2 TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U5: L10: 440-441, U6: L3: 467-471, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U9: L4: 216-225 SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U5: L10: 210, 218, U6: L3: 243-245, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U9: L4: 14, 129-135</p>
Cluster 2: Craft and Structure	
LAFS.7.RI.2.4	Level 1

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<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10: 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.7.RI.2.5</p> <p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L6: 452-457, U11: L4: 395-398</p> <p>Level 2</p> <p>TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431, U6: L9: 517-529</p> <p>SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224, U6: L9: 253, 273-279</p>
<p>LAFS.7.RI.2.6</p> <p>Describe an author’s point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2</p> <p>TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160</p> <p>SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92</p>

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	Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.7.RI.3.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2 TE: U6: L10: 532-538 SE: U6: L10: 280-284</p>
<p>LAFS.7.RI.3.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes</p>
<p>LAFS.7.RI.3.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 TE: U5: L10: 434-440, U10: L9: 342-350 SE: U5: L10: 30, 225-228, 371, U10: L9: 278-283</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.7.RI.4.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2</p>

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	<p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 467-471, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283</p> <p>Reading Scope: All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club</p>
Strand: Writing Standards	
Text Types and Purposes	
<p>LAFS.7.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469 SE: U6: L8: 248-251</p> <p>Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316</p> <p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p>

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	<p>Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>
<p>LAFS.7.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U11: L10: 335-337, U12: L5: 368</p> <p>Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6:</p>

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	<p>Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p>
<p>LAFS.7.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p> <p>Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.7.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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-</p>

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<p>Grade 7</p>	<p>153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6</p>
<p>LAFS.7.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p>

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Grade 7	<p>Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p> <p>Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39 Writing Projects: Level 1: Project 4: Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44 Writing Projects: Level 1: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Plan, pp. 25-28; Lesson 7: Writing a compare and Contrast Essay: Draft, pp. 33-35; Lesson 8: Writing a compare and Contrast Essay: Revise and Edit, pp. 36-37 Writing Projects: Level 1: Project 6: Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35 Writing Projects: Level 1: Project 7: Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34 Writing Projects: Level 2: Project 1: Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29 Writing Projects: Level 2: Project 2: Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30 Writing Projects: Level 2: Project 3: Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39 Writing Projects: Level 2: Project 4: Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>

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Grade 7	
	<p>Writing Projects: Level 2: Project 5: Lesson 4: Writing a Compare and Contrast Essay: Plan and Draft, pp. 23-27; Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>LAFS.7.W.2.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39</p> <p>Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30</p> <p>Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>Cluster 3: Research to Build and Present Knowledge</p>	
<p>LAFS.7.W.3.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264</p> <p>Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp. 13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29;</p>

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	Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35
<p>LAFS.7.W.3.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12</p> <p>Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28</p> <p>Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15</p> <p>Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24</p> <p>Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4</p> <p>Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16</p> <p>Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4</p>
<p>LAFS.7.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U11: L5: 405-408, U11: L8: 425-428, U12: L5: 503-506 SE: U6: L8: 248-251, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U11: L5: 247-250, U11: L8: 261-264, U12: L5: 306-308</p> <p>Level 2 TE: U2: L8: 140-144, U3: L5: 202-205, U3: L10: 264-270, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L5: 482, U6: L10: 532-538, U7: L7: 56-59, U7: L10: 73-76, U8: L10: 179-183, U9: L3: 211-215, U9: L8: 247-252, U10: L3: 298-301, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U2: L8: 59, 66-67, U3: L5: 97-98, U3: L10: 30, 140-143, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L7: 14, 29, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L8: 204-206, U10: L3: 257-259, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Writing Projects: Level 2: Project 3: Lesson 1: Distinguishing Fact from Fiction, pp. 1-9; Lesson 2: Researching a Historical Event, pp. 10-13; Lesson 3: Creating a Multimedia Presentation, pp. 14-16; Lesson 4: Presenting with Media, pp. 17-18; Lesson 5: Analyzing Historical Texts, pp. 19-24; Lesson 6: Developing Thesis Statements, pp. 25-28; Lesson 7: Writing a Compare and Contrast Essay: Plan, pp. 29-30; Lesson 8: Using Grammar in Writing, pp. 31-34; Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 6: Lesson 1: Analyzing Ancient Stories, pp. 1-10; Lesson 2: Comparing and Contrasting Myths, pp. 11-16; Lesson 3: Analyzing Contemporary Fiction, pp. 17-20; Lesson 4: Writing a Literary Analysis: Plan, pp. 21-25; Lesson 5: Writing a</p>

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Grade 7	
	Literary Analysis: Draft, pp. 26-29; Lesson 6: Using Punctuation from Effect, pp. 30-34; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38; Lesson 9: Creating an Artistic Rendering, pp. 39-40; Lesson 10: Presenting an Artistic Rendering, pp. 41-42
Cluster 4: Range of Writing	
<p>LAFS.7.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U2: L5: 120-121, U2: L6: 127-129, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L6: 202-204, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 347-353, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L7: 247-248, U9: L8: 249-256, U9: L9: 261, U11: L5: 405-408 SE: U1: L7: 27, U2: L5: 64, U2: L6: 65-67, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U3: L6: 105-106, U3: L9: 115-116, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 175, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L7: 146, U9: L8: 147-153, U9: L9: 159, U11: L5: 247-250</p> <p>Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-40, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L2: 19-21, 22-24, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L5: 314, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L2: 10-11, 12-13, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, , U10: L3: 298-301, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example,</p>

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Grade 7	
	<p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p> <p>Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4; Lesson 2: Analyzing Résumés and Cover Letters, pp. 5-11; Lesson 3: Using Proper Conventions in Formal Letters, pp. 12-16; Lesson 4: Writing Career Documents: Plan and Draft, pp. 17-20; Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
Strand: Speaking and Listening	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.7.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552 SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2 TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535 SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L5: 407, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>LAFS.7.SL.1.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Level 1 The following provides opportunities: TE: U4: L9: 293-296</p> <p>Level 2 TE: U6: L10: 532-538, U8: L8: 156-160 SE: U6: L10: 280-284, U8: L8: 15, 90-92</p>

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Grade 7	
<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to further meet this standard.</p>
<p>LAFS.7.SL.1.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.7.SL.2.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</p>
<p>LAFS.7.SL.2.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.7.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3.)</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>supports understanding of formal vs informal style Power Pass: Level 2: Unit 2: Vandal</p> <p>Writing Projects: Level 1: Project 2: Lesson 9: Adjusting to an Audience, pp. 32-33 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35 Writing Projects: Level 1: Project 8: Lesson 3: Using Proper Conventions in Formal Letters, pp. 11-15</p>
Strand: Language Standards	
Cluster 1: Conventions of Standard English	
<p>LAFS.7.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-</p>

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<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L6: 128-131, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L6: 58-60, 62, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
<p>LAFS.7.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>

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	<p>Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p> <p>Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25</p>
Cluster 2: Knowledge of Language	
<p>LAFS.7.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U1: U1: L5: 22, L6: 23, U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357</p>
Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.7.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2:</p>

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<p>Grade 7</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><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U2: L7: 58, U3: L1: 72, 74-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 3: Teá Dobromir; Unit 4: Césear Chávez; Unit 5:</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 7	
	StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 9: A Wolf in Dark Glasses; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
<p>LAFS.7.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p> <p>Power Pass: Level 1: Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 12: Sonia Sotomayor</p>
<p>LAFS.7.L.3.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Cognitive Complexity</u>: Level 1: Recall</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1:</p>

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Grade 7	<p>280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 289-290, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grade 8	
Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
<p>LAFS.8.RL.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533 SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2 TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535 SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.8.RL.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters,</p>	<p>Level 1 TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552 SE: L5: 134, U12: L7: 316-324</p>

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<p>setting, and plot; provide an objective summary of the text.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439 SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p> <p>Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p> <p>Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10</p>
<p>LAFS.8.RL.1.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533 SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324</p> <p>Level 2 TE: U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L1: 4-6, 11-16, U7: L3: 25-30, U9: L7: 242-246, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L8: 513-517 SE: U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L1: 1-3, 5-9, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir</p>
Cluster 2: Craft and Structure	
<p>LAFS.8.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550 SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L1: 82-85, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7: 231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5:</p>

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	<p>L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U2: L1: 36, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.8.RL.2.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U2: L6: 121-131, U2: L8: 140-144, U3: L7: 235-241, U9: L7: 242-246 SE: U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L7: 121-123, U9: L7: 14, 202-203</p> <p>Power Pass: Level 1: Unit 11: Disturbing Sky</p>
<p>LAFS.8.RL.2.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 TE: U4: L4: 305-311, U8: L5: 125-128, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 179-183, U9: L9: 252-263, U9: L10: 272-273, U11: L3: 390-393, U12: L8: 513-517 SE: U4: L4: 161-165, U8: L5: 39, 55, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 35, 106-109, 553, U9: L9: 209-237, U9: L10: 137, 204, U11: L3: 305-306, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.8.RL.3.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U8: L8: 15, 90-92</p>
<p>LAFS.8.RL.3.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works</p>	<p>Level 1 The following provide opportunities: TE: U9: L6: 236-240</p> <p>Level 2</p>

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<p>such as the Bible, including describing how the material is rendered new.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>The following provide opportunities:</p> <p>TE: U8: L5: 125-128, U8: L7: 151-155, U9: L9: 252-263, U12: L6: 496-497, 502-506, U12: L9: 518-524</p> <p>SE: U8: L5: 39, 55, U8: L7: 88-89, U9: L9: 209-237, U12: L6: 369, 371-375, U12: L9: 381-385</p>
<p>Cluster 4: Range of Reading and Level of Text Complexity</p>	
<p>LAFS.8.RL.4.10</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465</p> <p>SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247 U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p> <p>Reading Scope: <i>That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse</i></p>
<p>Strand: Reading Standards: for Informational Text</p>	
<p>Cluster 1: Key Ideas and Details</p>	
<p>LAFS.8.RI.1.1</p>	<p>Level 1</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6:</p>

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<p>Grade 8</p> <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L1: 107-111, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493</p> <p>SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 243-245, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.8.RI.1.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including</p>	<p>Level 1</p> <p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6:</p>

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<p>its relationship to supporting ideas; provide an objective summary of the text.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants</p>
<p>LAFS.8.RI.1.3</p> <p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398, U12: L3: 479-483, U12: L4: 489-493</p> <p>SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 245-243, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225</p> <p>SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135</p>
Cluster 2: Craft and Structure	
<p>LAFS.8.RI.2.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8: L1: 58, U8: L7: 91-93, U8: L10: 106, U10: L1: 172, U10: L3: 183-185, U10: L10: 218, U11: L1: 224, U11: L10: 270</p> <p>Level 2</p>

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	<p>TE: U1: L1: 7-10, U1: L6: 44-51, U1: L9: 63-68, U1: L10: 69-70, U4: L1: 276-278, 283-288, U4: L2: 289-290, U4: L9: 342-348, U5: L4: 390-397, U5: L7: 413-414, U6: L1: 444-445, 451-455, U6: L2: 456-457, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U7: L9: 65-70, U9: L2: 202-203, U9: L4: 216-225, U10: L4: 302-311, U10: L7: 331-332, U10: L9: 342-350</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U1: L9: 27-29, U4: L1: 145, 147-152, U4: L2: 146, U4: L9: 179-183, U5: L4: 203-208, U5: L7: 210, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U7: L9: 32-34, U9: L2: 112, U9: L4: 14, 129-135, U10: L4: 260-265, U10: L7: 269, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.8.RI.2.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 The following provide opportunities: TE: U6: L6: 452-457, U8: L7: 157-163, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U8: L7: 91-93, U10: L3: 187-188, U10: L4: 192-193, U11: L4: 243-245</p> <p>Level 2 TE: U1: L9: 63-68, U4: L1: 276-278, 283-288, U5: L9: 425-431, U6: L9: 517-529, U10: L4: 302-311 SE: U1: L9: 27-29, U4: L1: 145, 147-152, U5: L9: 221-224, U6: L9: 253, 273-279, U10: L4: 260-265</p>
<p>LAFS.8.RI.2.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p> <p>Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247, U6: L10: 532-538, U8: L8: 156-160 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125, U6: L10: 280-284, U8: L8: 15, 90-92</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.8.RI.3.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
<p>LAFS.8.RI.3.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is</p>	<p>Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398 SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p>

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<p>sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501(P.O.), U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266(P.O.), U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes</p>
<p>LAFS.8.RI.3.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U6: L6: 452-457 SE: U6: L6: 245</p> <p>Level 2 TE: U10: L9: 342-350 SE: U10: L9: 278-283</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.8.RI.4.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-254, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2 TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L8: 337-341, U10: L9: 342-350 SE: U1: L6: 18-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L8: 276-277, U10: L9: 278-283</p>

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	<p>Reading Scope: <i>All About Light; The Human Body; Unusual People; Unusual Animals; In the Tropics; Amazing Animals; Amazing Stories; Family Life; Animals in the Water; The Time of Your Life; Mountain Treasures; Biographies; How Can A City Disappear?; Careers Book 1; Careers Book 2; Careers Book 3; Careers Book 4; Animated Movies; Giants of the Deep ; Lost in Time; A Different King of Dog; Games of the Past; Fight Club</i></p>
Strand: Writing Standards	
Text Types and Purposes	
<p>LAFS.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U6: L8: 466-469</p> <p>Level 2 TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406 SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316</p> <p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p> <p>Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>
<p>LAFS.8.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493</p>

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<p>Grade 8</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368</p> <p>Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p>
<p>LAFS.8.W.1.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts</p>	<p>Level 1</p> <p>TE: U9: L8: 249-256, U12: L8: 534-540</p> <p>SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2</p> <p>TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360</p> <p>SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p> <p>Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for</p>

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<p>from one time frame or setting to another, and show the relationships among experiences and events.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>
Cluster 2: Production and Distribution of Writing	
<p>LAFS.8.W.2.4</p> <p>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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-153, U10: L5: 194-196, U10: L6: 200-201, U10: L8: 206-210, U11: L8: 261-264, U12: L5: 306-308, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-39, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L5: 117-119, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L5: 482, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L3: 298-301, U10: L5: 314, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 18, 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L5: 55-56, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7:</p>

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	<p>175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L5: 251, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 124, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, U10: L3: 257-259, U10: L5: 266-267, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 1: Lesson 1: Analyzing Paragraph Structure, pp. 1-6; Lesson 2: Writing Group Paragraphs: Informational and Opinion, pp. 7-12; Lesson 3: Writing Group Paragraphs: Narrative, pp. 13-16; Lesson 4: Writing Paragraphs: Informational, Opinion, Narrative, pp. 1-6; Lesson 5: Revising and Presenting, pp. 1-6</p>
<p>LAFS.8.W.2.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548 SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2 TE: U1: L2: 22-25, U1: L10: 70-75, U2: L5: 117-119, U3: L5: 202-205, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 532-538, U7: L10: 73-76, U8: L10: 179-183, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360, U11: L7: 427, U11: L10: 442-446, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L10: 30-34, U2: L5: 55-56, U3: L5: 97-98, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 280-284, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287, U11: L7: 326, U11: L10: 335-337, U12: L10: 386-390</p> <p>Writing Projects: Level 1: Project 1: Lesson 5: Revising and Presenting, pp. 1-6 Writing Projects: Level 1: Project 2: Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p>

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<p>LAFS.8.W.2.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U12: L10: 552</p> <p>Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44</p>

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	<p>Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39</p> <p>Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30</p> <p>Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.8.W.3.7</p> <p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><u>Cognitive Complexity:</u> Level 4: Extended Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U11: L8: 425-428</p> <p>SE: U11: L8: 261-264</p> <p>Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp. 13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29; Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.8.W.3.8</p> <p>Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12</p> <p>Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28</p> <p>Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15</p> <p>Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24</p> <p>Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4</p> <p>Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16</p> <p>Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4</p>

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<p>LAFS.8.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U11: L5: 405-408, U11: L8: 425-428, U12: L5: 503-506 SE: U6: L8: 248-251, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U11: L5: 247-250, U11: L8: 261-264, U12: L5: 306-308</p> <p>Level 2 TE: U2: L8: 140-144, U3: L5: 202-205, U3: L10: 264-270, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L5: 482, U6: L10: 532-538, U7: L7: 56-59, U7: L10: 73-76, U8: L10: 179-183, U9: L3: 211-215, U9: L8: 247-252, U10: L3: 298-301, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U2: L8: 59, 66-67, U3: L5: 97-98, U3: L10: 30, 140-143, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L7: 14, 29, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L8: 204-206, U10: L3: 257-259, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Writing Projects: Level 2: Project 3: Lesson 1: Distinguishing Fact from Fiction, pp. 1-9; Lesson 2: Researching a Historical Event, pp. 10-13; Lesson 3: Creating a Multimedia Presentation, pp. 14-16; Lesson 4: Presenting with Media, pp. 17-18; Lesson 5: Analyzing Historical Texts, pp. 19-24; Lesson 6: Developing Thesis Statements, pp. 25-28; Lesson 7: Writing a Compare and Contrast Essay: Plan, pp. 29-30; Lesson 8: Using Grammar in Writing, pp. 31-34; Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 6: Lesson 1: Analyzing Ancient Stories, pp. 1-10; Lesson 2: Comparing and Contrasting Myths, pp. 11-16; Lesson 3: Analyzing Contemporary Fiction, pp. 17-20; Lesson 4: Writing a Literary Analysis: Plan, pp. 21-25; Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 6: Using Punctuation from Effect, pp. 30-34; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38; Lesson 9: Creating an Artistic Rendering, pp. 39-40; Lesson 10: Presenting an Artistic Rendering, pp. 41-42</p>
Cluster 4: Range of Writing	
<p>LAFS.8.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U2: L5: 120-121, U2: L6: 127-129, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L6: 202-204, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 347-353, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L7: 247-248, U9: L8: 249-256, U9: L9: 261, U11: L5: 405-408 SE: U1: L7: 27, U2: L5: 64, U2: L6: 65-67, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U3: L6: 105-106, U3: L9: 115-116, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 175, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L5: 25-26, U7: L8:</p>

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Grade 8	<p>39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L7: 146, U9: L8: 147-153, U9: L9: 159, U11: L5: 247-250</p> <p>Level 2 TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-40, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L2: 19-21, 22-24, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L5: 314, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L2: 10-11, 12-13, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, , U10: L3: 298-301, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative:</p>

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	Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30
Strand: Speaking and Listening	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.8.SL.1.1</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>LAFS.8.SL.1.2</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2</p> <p>The following provides opportunities:</p> <p>TE: U8: L8: 156-160</p> <p>SE: U8: L8: 15, 90-92</p> <p>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>
<p>LAFS.8.SL.1.3</p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.</p>
Cluster 2: Presentation of Knowledge and Ideas	
<p>LAFS.8.SL.2.4</p> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</p>

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<p>relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	
<p>LAFS.8.SL.2.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p>
<p>LAFS.8.SL.2.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3.)</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Supports understanding of formal vs informal style Power Pass: Level 2: Unit 2: Vandal</p> <p>Writing Projects: Level 1: Project 2: Lesson 9: Adjusting to an Audience, pp. 32-33 Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35 Writing Projects: Level 1: Project 8: Lesson 3: Using Proper Conventions in Formal Letters, pp. 11-15</p>
Strand: Language Standards	
Cluster 1: Conventions of Standard English	
<p>LAFS.8.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>b. Form and use verbs in the active and passive voice.</p> <p>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10: 179, U8: L10: 184-185, U9: L2: 202, U9: L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556 SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 75, U8: L9: 99-101, U8: L10: 107, U8: L10: 111, U9: L2: 120, U9: L3: 125-126, U9: L4: 130, U9: L9: 156-158, U9: L10: 162, U9: L10: 272-273, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2:</p>

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	<p>230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2: TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524 SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
<p>LAFS.8.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</p> <p>b. Use an ellipsis to indicate an omission.</p> <p>c. Spell correctly.</p> <p><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508 SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U11: L6: 251, U12: L6: 309 Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p> <p>Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25</p>
Cluster 2: Knowledge of Language	
LAFS.8.L.2.3	Level 1

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<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513</p> <p>SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U11: L2: 386-389, U12: L2: 474-476</p> <p>SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 203-210, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357</p>
Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.8.L.3.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33,</p>

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Grade 8	
	<p>U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U2: L7: 58, U3: L1: 72, 74-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 3: Teá Dobromir; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 9: A Wolf in Dark Glasses; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
<p>LAFS.8.L.3.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations</p>	<p>Level 1</p> <p>TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p>

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<p>Grade 8</p> <p>(definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10: 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Level 2</p> <p>TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490</p> <p>SE: U1: L9: 28, U2: L4: 50-54, U2: L7: 65, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p> <p>Power Pass: Level 1: Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 12: Sonia Sotomayor</p>
<p>LAFS.8.L.3.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Cognitive Complexity:</u> Level 1: Recall</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U9: L1: 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1: 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 146, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L10: 432-433, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7:</p>

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Grade 8	<p>L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 289-290, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>

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Strand: Reading Standards for Literature	
Cluster 1: Key Ideas and Details	
<p>LAFS.910.RL.1.1</p> <p>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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U7: L6: 60-63, 65, U9: L1 195-199, L5: 223-227, U9: L5: 228-230, U9: L7: 241-246, U9: L10: 263-264, U12: L1: 457-465, U12: L5: 495-503, U12: L7: 516-533</p> <p>SE: U7: L6: 35, U9: L1 115-118, L5: 134, U9: L5: 135-137, U9: L7: 144-145, U12: L5: 305, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U1: L3: 26-30, L4: 31-36, U1: L6: 41-51, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U3: L3: 186-190, U3: L4: 191-200, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L4: 390-397, U5: L5: 401-402, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L9: 161-176, U8: L10: 184-185, U9: L6: 231-233, 238, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U9: L10: 272-273, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L5: 407-408, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U11: L10: 447, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L5: 494-495, U12: L6: 496-497, 502-506, U12: L7: 509-512, U12: L8: 513-517, U12: L9: 518-524, U12: L10: 534-535</p> <p>SE: U1: L3: 3-6, U1: L4: 12-15, U1: L6: 17-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U3: L3: 66, 89, U3: L4: 90-96, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L4: 203-208, U5: L5: 189, 201, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L9: 93-105, U8: L10: 69, 90, U9: L6: 137, 139-199, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U9: L10: 137, 204, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L5: 289, 305, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U11: L10: 317, 327, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L5: 339, 358, U12: L6: 369, 371-375, U12: L7: 376-377, U12: L8: 378-380, U12: L9: 381-385, U12: L10: 369, 378</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p>
<p>LAFS.910.RL.1.2</p> <p>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</p>	<p>Level 1</p> <p>TE: U7: L6: 60-63, L5: 223-227, U9: L10: 263-264, U12: L7: 516-533, U12: L10: 551-552</p> <p>SE: L5: 134, U12: L7: 316-324</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
<p>Grades 9-10</p> <p>and refined by specific details; provide an objective summary of the text.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2</p> <p>TE: U2: L1: 80-81 (P.O.), U2: L1: 86-92, U2: L6: 121-131, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L8: 242-247, U3: L9: 248-263, U4: L3: 298-304, U4: L7: 330-334, U7: L1: 4-6, 11-16, U7: L3: 25-30, U8: L5: 125-128, U8: L6: 129-131, 136-148, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 184-185, U9: L9: 252-263, U11: L9: 433-439</p> <p>SE: U2: L10: 35 (P.O.), U2: L1: 37-40, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L8: 124-125, U3: L9: 126-139, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U7: L1: 1-3, 5-9, U7: L3: 14-17, U8: L5: 39, 55, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 69, 90, U9: L9: 209-237, U11: L9: 330-334</p> <p>Power Pass: Level 2: Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</p> <p>Writing Projects: Level 1: Project 6: Lesson 2: Finding Themes in Fables, pp. 6-10</p>
<p>LAFS.910.RL.1.3</p> <p>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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U9: L2: 203-204, U9: L6: 236-240, U12: L7: 516-533</p> <p>SE: U9: L2: 121, U9: L6: 141-143, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L5: 117-119, U3: L1: 158, 164-174, U3: L3: 186-190, U3: L5: 203-205, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L4: 305-311, U7: L3: 25-30, U9: L7: 242-246, U9: L8: 247-252, U9: L9: 252-263, U11: L3: 390-393, U11: L4: 394-403, U12: L3: 477-480, U12: L5: 493, L8: 513-517</p> <p>SE: U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L5: 55-56, U3: L1: 71, 73-81, U3: L3: 66, 89, U3: L5: 71, 89, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L4: 161-165, U7: L3: 14-17, U9: L7: 14, 202-203, U9: L8: 204-206, U9: L9: 209-237, U11: L3: 305-306, U11: L4: 307-314, U12: L3: 358-359, U12: L5: 368, U12: L8: 378-380</p> <p>Power Pass: Level 1: Unit 9: A Whole New World; Level 2: Unit 3: Teá Dobromir</p>
Cluster 2: Craft and Structure	
<p>LAFS.910.RL.2.4</p> <p>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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U7: L6: 60-63, U9: L1 191-194, U9: L3: 206-209, U9: L5: 222, U9: L7: 241-246, U9: L10: 262-263, U12: L1: 453-456, U12: L2: 466-468, U12: L3: 474-478, U12: L5: 494, U12: L7: 516-533, U12: L10: 549-550</p> <p>SE: U7: L6: 33-34, U9: L1 114, U9: L3: 123-124, U9: L7: 144-145, U9: L10: 161, U12: L1: 280, U12: L2: 289-290, U12: L3: 295-296, U12: L7: 316-324</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L6: 44-51, U2: L2: 93-94, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L9: 145-149, U3: L1: 160-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 213-230, U3: L7:</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
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	<p>231, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L4: 305-311, U5: L4: 390-397, U7: L2: 17-18, U7: L4: 31-37, U8: L2: 97-98, U8: L4: 110-121, U8: L9: 161-176, U9: L7: 239-240, 242-246, U9: L9: 252-263, U10: L2: 290-291, U10: L7: 331-332, U11: L2: 380-381, U11: L4: 394-403, U11: L7: 421-422, U11: L9: 433-439, U12: L4: 481-490, U12: L5: 491-492, U12: L7: 507-508, U12: L9: 518-524</p> <p>SE: U1: L1: 2, U1: L6: 18-21, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L9: 68-69, U3: L1: 72-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 100, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 146, U4: L2: 146, U4: L4: 161-165, U5: L4: 203-208, U7: 4, U7: L4: 18-21, U8: L4: 58-67, U8: L9: 93-105, U9: L7: 138, 14, 202-203, U9: L9: 209-237, U10: L2: 244, U10: L7: 269, U11: L2: 290, U11: L4: 307-314, U11: L7: 318, U11: L9: 330-334, U12: L4: 360-367, U12: L5: 340, U12: L7: 370, U12: L9: 381-385</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and the Princess; Unit 11: Disturbing Sky; Level 2: Unit 2: Vandal; Unit 3: Teá Dobromir; Unit 9: A Wolf in Dark Glasses</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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 2 TE: U4: L1: 276-278, 283-288, U7: L4: 31-37, U9: L7: 242-246 SE: U4: L1: 145, 147-152, U7: L4: 18-21, U9: L7: 14, 202-203</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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U9: L6: 236-240, U9: L10: 263-264</p> <p>Level 2 The following provide opportunities: TE: U8: L10: 179-183, U11: L3: 390-393, U11: L9: 433-439 SE: U8: L10: 35, 106-109, 553, U11: L3: 305-306, U11: L9: 330-334</p>
<p>Cluster 3: Integration of Knowledge and Ideas</p>	
<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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunity: TE: U9: L1 189</p> <p>Level 2 TE: U1: L5: 39-40, U3: L5: 203-205, U3: L8: 242-247 SE: U1: L5: 1, U3: L5: 71, 89, U3: L8: 124-125</p>
<p>LAFS.910.RL.3.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how</p>	<p>Level 2 The following provide opportunities:</p>

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
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<p>Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>TE: U3: L7: 235-241, U3: L8: 242-247, U8: L7: 151-155, U9: L9: 252-263, U12: L9: 518-524</p> <p>SE: U3: L7: 121-123, U3: L8: 124-125, U8: L7: 88-89, U9: L9: 209-237, U12: L9: 381-385</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.910.RL.4.10</p> <p>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.</p> <p>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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U3: L10: 226, U4: L10: 301, U5: L9: 388, U7: L5: 51-52, U9: L1 195-199, U9: L6: 236-240, U11: L2: 380-381, U12: L1: 457-465</p> <p>SE: U3: L10: 118, U4: L10: 156, U5: L9: 209, U7: L5: 27-28, U9: L1 115-118, U9: L6: 141-142 U11: L2: 232-233, U12: L1: 281-288</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L3: 26-30, U1: L4: 31-36, U2: L1: 86-92, U2: L3: 105-108, U2: L4: 109-115, U2: L6: 121-131, U2: L8: 140-144, U2: L9: 145-149, U3: L1: 158-174, U3: L3: 186-190, U3: L4: 191-200, U3: L6: 206-208, 213-230, U3: L7: 235-241, U3: L8: 242-247, U3: L9: 248-263, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L4: 305-311, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L4: 390-397, U7: L1: 4-6, 11-16, U7: L3: 25-30, U7: L4: 31-37, U8: L1: 80-82, 87-96, U8: L3: 105-109, U8: L4: 110-121, U8: L6: 129-131, 136-148, U8: L7: 149-150, U8: L7: 151-155, U8: L9: 161-176, U9: L6: 231-233, 238, U9: L8: 247-252, U9: L9: 252-263, U11: L1: 366-367, 372-379, U11: L3: 390-393, U11: L4: 394-403, U11: L6: 409-410, 415-420, U11: L7: 423-426, U11: L8: 428-432, U11: L9: 433-439, U12: L1: 452-454, 459-466, U12: L3: 477-480, U12: L4: 481-490, U12: L6: 496-497, 502-506, U12: L8: 513-517, U12: L9: 518-524</p> <p>SE: U1: L1: 3-6, U1: L4: 12-15, U2: L1: 37-40, U2: L3: 42-49, U2: L4: 50-54, U2: L6: 57-60, 62, U2: L8: 59, 66-67, U2: L9: 68-69, U3: L1: 71-81, U3: L3: 66, 89, U3: L4: 90-96, U3: L6: 99, 101-117, U3: L7: 121-123, U3: L8: 124-125, U3: L9: 126-139, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L4: 161-165, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L4: 203-208, U7: L1: 1-3, 5-9, U7: L3: 14-17, U7: L4: 18-21, U8: L1: 39, 41-50, U8: L3: 55-57, U8: L4: 58-67, U8: L6: 69, 71-87, U8: L7: 88-89, U8: L9: 93-105, U9: L6: 137, 139-199, U9: L8: 204-206, U9: L9: 209-237, U11: L1: 289, 291-298, U11: L3: 305-306, U11: L4: 307-314, U11: L6: 317, 319-323, U11: L7: 325, U11: L8: 327-329, U11: L9: 330-334, U12: L1: 339, 341-349, U12: L3: 358-359, U12: L4: 360-367, U12: L6: 369, 371-375, U12: L8: 378-380, U12: L9: 381-385</p> <p>Reading Scope: <i>That’s Life; International Folktales; Fantasy in the Desert; How to Fight Without Really Fighting; Classic Tales; The Legend of Sleepy Hollow; Toy Story; Ghost Stories Part 1: Slapped by a Ghost; Ghost Stories Part 1: Haunted House in Georgia; The Tell-Tale Heart; Book of Verse</i></p>
Strand: Reading Standards: for Informational Text	
Cluster 1: Key Ideas and Details	
LAFS.910.RI.1.1	Level 1

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<p>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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, U2: L1: 86-91, U2: L5: 112-120, U2: L8: 138-142, U3: L1: 165-169, U3: L5: 189-195, U3: L6: 202-204, U3: L8: 212-215, U4: L1: 243-246, U4: L5: 265-270, U4: L6: 278-280, U4: L8: 289-292, U5: L1: 317-322, U5: L4: 343-345, U5: L7: 366-373, U6: L1: 407-410, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L1: 11-15, U7: L3: 29-33, U7: L4: 38-40, U7: L5: 48-50, U7: L7: 66-72, U7: L10: 91, U8: L3: 123-127, U8: L4: 131-134, U8: L6: 152-156, U8: L7: 157-163, U9: L3: 210-214, U10: L1: 283-287, U10: L4: 308-312, U10: L5: 319-321, U10: L7: 329-335, U11: L1: 369-374, U11: L3: 386-391, U11: L4: 395-398, U11: L7: 418-424, U12: L3: 479-483, U12: L4: 489-493</p> <p>SE: U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U2: L8: 75-76, U3: L5: 101-103, U3: L6: 105-106, U3: L8: 112-115, U4: L5: 140-141, U4: L6: 144-145, U4: L8: 151-152, U5: L4: 180-181, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L1: 1, U7: L3: 16-18, U7: L4: 22-23, U7: L5: 25-26, U7: L7: 36-38, U7: L10: 51, U8: L3: 72-73, U8: L4: 77-78, U8: L6: 87-88, U8: L7: 91-93, U9: L3: 127-128, U10: L1: 173-175, U10: L4: 192-193, U10: L5: 195-196, U10: L7: 203-205, U11: L1: 225-227, U11: L3: 237-239, U11: L4: 245-243, U11: L7: 258-260, U12: L3: 297-298, U12: L4: 302-304</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L9: 63-68, U1: L10: 70-75, U4: L1: 276-278, 283-288, U4: L3: 298-304, U4: L6: 316-318, 323-327, U4: L7: 330-334, U4: L8: 337-341, U4: L9: 342-348, U5: L1: 360-362, 367-372, U5: L3: 384-389, U5: L4: 390-397, U5: L5: 401-402, U5: L6: 403-404, 409-412, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U5: L10: 440-441, U6: L1: 444-445, 451-455, U6: L3: 467-471, U6: L4: 472-479, U6: L5: 483-484, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L6: 42-44, 49-51, U7: L8: 60-64, U7: L9: 65-70, U7: L10: 77, U9: L1: 188-190, 195-201, U9: L3: 211-215, U9: L4: 216-225, U9: L5: 229-230, U10: L1: 276-278, 283-289, U10: L3: 298-301, U10: L4: 302-311, U10: L6: 317-319, 324-330, U10: L7: 333-335, U10: L8: 337-341, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L9: 27-29, U1: L10: 30-34, U4: L1: 145, 147-152, U4: L3: 66, 159-160, U4: L6: 167, 169-173, U4: L7: 66, 174-175, U4: L7: 177-178, U4: L9: 179-183, U5: L1: 189, 191-196, U5: L3: 201-202, U5: L4: 203-208, U5: L5: 189, 201, U5: L6: 210, 212-215, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U5: L10: 210, 218, U6: L1: 229, 230, 231-234, U6: L3: 243-245, U6: L4: 246-250, U6: L5: 229, 243, U6: L6: 252, 255-266, U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L6: 23, 25-27, U7: L8: 30-31, U7: L9: 32-34, U7: L10: 23, 30, U9: L1: 111, 113-120, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U9: L5: 111, 126-128, U10: L1: 243, 245-252, U10: L3: 257-259, U10: L4: 260-265, U10: L6: 268, 270-273, U10: L7: 274, U10: L8: 276-277, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone</p>
LAFS.910.RI.1.2	Level 1

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<p>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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>TE: U1: L8: 61-63, U1: L9: 64-67, U1: L10: 71, 76-77, U2: L5: 112-120, U2: L9: 143-146, U3: L5: 189-195, U3: L8: 212-215, U3: L9: 217-221, U4: L5: 265-270, U4: L8: 289-292, U5: L7: 366-373, U5: L10: 391, U6: L3: 422-426, U6: L4: 431-434, U6: L7: 459-465, U7: L7: 66-72, U11: L10: 438</p> <p>SE: U1: L7: 26-27, U1: L8: 30-31, U1: L9: 33, U1: L10: 35, 40, U2: L5: 61-63, U3: L5: 101-103, U3: L8: 112-115, U3: L9: 115-116, U4: L5: 140-141, U4: L8: 151-152, U5: L7: 191-194, U6: L3: 228-229, U6: L4: 233-234, U6: L7: 246-247, U7: L7: 36-38</p> <p>Level 2</p> <p>TE: U1: L6: 41-51, U1: L8: 60-62, U1: L10: 70-75, U4: L3: 298-304, U4: L7: 330-334, U5: L3: 384-389, U5: L7: 415-419, U5: L8: 420-424, U5: L9: 425-431, U7: L8: 60-64, U9: L3: 211-215, U9: L4: 216-225, U10: L9: 342-350</p> <p>SE: U1: L6: 17-21, U1: L8: 19, 26, U1: L10: 30-34, U4: L3: 66, 159-160, U4: L7: 66, 174-175, U5: L3: 201-202, U5: L7: 216-217, U5: L8: 66, 218-220, U5: L9: 221-224, U7: L8: 30-31, U9: L3: 14, 126-128, U9: L4: 14, 129-135, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 4: Césear Chávez; Unit 8: Wolf Society; Unit 11: Rising Giants</p>
<p>LAFS.910.RI.1.3</p> <p>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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U3: L6: 202-204, U8: L3: 123-127, U10: L3: 301-305, U11: L4: 395-398</p> <p>SE: U8: L3: 72-73, U10: L3: 187-188, U11: L4: 243-245</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U4: L1: 276-278, 283-288, U4: L8: 337-341, U5: L3: 384-389, U6: L6: 485-487, 492-501, U6: L7: 504-509, 510, U9: L4: 216-225</p> <p>SE: U4: L1: 145, 147-152, U4: L7: 177-178, U5: L3: 201-202, U6: L6: 252, 255-266, U6: L7: 267-268, U9: L4: 14, 129-135</p>
Cluster 2: Craft and Structure	
<p>LAFS.910.RI.2.4</p> <p>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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-83, U2: L3: 100-102, U2: L5: 111-112, U2: L10: 147-148, U3: L1: 161-164, U3: L1: 170-171, U3: L3: 177-179, U3: L5: 187-189, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L3: 331-333, U5: L7: 366-367, U6: L1: 403-406, U6: L2: 411-412, U6: L3: 419, U6: L4: 431-434, U7: L1: 7-10, U7: L5: 41-42, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L5: 135-136, U8: L7: 157-163, U8: L10: 176-177, U10: L1: 279-282, U10: L3: 295-298, U10: L5: 313, U10: L10: 351-352, U11: L1: 365-368, U11: L3: 383, U11: L5: 395-398, U11: L10: 436-437</p> <p>SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L5: 60, U2: L10: 78, U3: L1: 84, U3: L1: 88, U3: L5: 100, U3: L7: 107-108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L3: 172, U6: L1: 216, U6: L2: 219-220, U6: L4: 233-234, U7: L1: 2, U7: L10: 50, U8:</p>

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<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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 The following provide opportunities: TE: U5: L10: 391, U6: L6: 452-457, U10: L3: 301-305, U10: L4: 308-312, U11: L4: 395-398 SE: U10: L3: 187-188, U10: L4: 192-193, U11: L4: 245-243</p> <p>Level 2 The following provide opportunities: TE: U5: L9: 425-431, U6: L9: 517-529, U7: L9: 65-70, U10: L4: 302-311 SE: U5: L9: 221-224, U6: L9: 253, 273-279, U7: L9: 32-34, U10: L4: 260-265</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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L2: 417, U6: L5: 445-446, U6: L6: 452-457, U6: L10: 476, U7: L1: 4-6, U8: L1: 100-102, U8: L6: 152-156, U8: L10 180-181, U10: L1: 276-278, U11: L1: 362-364, U11: L2: 380-381, U11: L6: 415-417 SE: U6: L2: 224, U6: L5: 239, U6: L6: 245, U7: L1: 1, U8: L1: 57, U8: L6: 87-90, U8: L10 109, U10: L1: 171, U11: L1: 223, U11: L2: 232-233, U11: L6: 256-257</p> <p>Level 2 TE: U7: L9: 65-70, U9: L3: 211-215, U10: L9: 342-350 SE: U7: L9: 32-34, U9: L3: 14, 126-128, U10: L9: 278-283</p> <p>Power Pass: Level 1: Unit 12: Sonia Sotomayor; Level 2: Unit 4: César Chávez; Unit 5: StreetWise magazine; Unit 7: Fenrir the Wolf; Unit 11: Rising Giants; Unit 11: Rising Giants</p>
<p>Cluster 3: Integration of Knowledge and Ideas</p>	
<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>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>

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<p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>The following supports understanding of first and secondhand accounts: Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44</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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L2: 417, U6: L6: 452-457, U8: L4: 131-134, U11: L4: 395-398, SE: U6: L2: 224, U6: L6: 245, U8: L4: 77-78, U11: L4: 243-245</p> <p>Level 2 TE: U5: L9: 425-431 (P.O.), U6: L6: 485-487, 492-501(P.O.), U6: L7: 504-509, 510, U6: L8: 511-516, U6: L9: 517-529, U7: L8: 60-64, U9: L3: 211-215, U10: L3: 298-301, U10: L4: 302-311, U10: L9: 342-350 SE: U5: L9: 221-224 (P.O.), U6: L6: 252, 255-266(P.O.), U6: L7: 267-268, U6: L8: 269-272, U6: L9: 253, 273-279, U7: L8: 30-31, U9: L3: 14, 126-128, U10: L3: 257-259, U10: L4: 260-265, U10: L9: 278-283</p> <p>Power Pass: Level 2: Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 10: Must Be the Shoes</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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	
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.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 11-13, U2: L1: 80-81, U2: L1: 86-91, U3: L1: 165-169, U4: L1: 243-246, U5: L1: 317-322, U6: L1: 407-410, U6: L5: 445-446, U6: L7: 459-465, U7: L7: 66-72, U8: L3: 123-127, U10: L1: 283-287, U10: L4: 308-309, U10: L7: 329-335, U10: L9: 349-350, U11: L1: 369-374, U11: L2: 380-381, U11: L4: 395-398, U12: L4: 489-493, U12: L6: 514-515 SE: U1: L1: 4-5, U2: L1: 43-46, U3: L1: 85-87, U4: L1: 125-126, U5: L1: 163-165, U6: L1: 217-218, U6: L5: 239, U6: L7: 246-247, U8: L1: 59-61, U10: L1: 173-175, U10: L4: 192, U10: L7: 203-205, U10: L9: 216-217, U11: L1: 225-227, U11: L2: 232-233, U11: L4: 243-245, U12: L4: 302-304, U12: L6: 314-315</p> <p>Level 2</p>

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Strand: Writing Standards	
Text Types and Purposes	
<p>LAFS.910.W.1.1</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise 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.</p> <p>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.</p> <p>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.</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>Level 1</p> <p>The following provide opportunities:</p> <p>TE: U6: L8: 466-469</p> <p>SE: U6: L8: 248-251</p> <p>Level 2</p> <p>The following provide opportunities:</p> <p>TE: U7: L10: 73-76, U10: L3: 298-301, U10: L8: 337-341, U11: L5: 406-406</p> <p>SE: U7: L10: 36-38, U10: L3: 257-259, U10: L8: 276-277, U11: L5: 315-316</p> <p>Writing Projects: Level 1: Project 7: Lesson 1: Evaluating Argumentative Writing, pp. 1-12; Lesson 2: Developing Arguments, pp. 13-16; Lesson 3: Identifying Argumentative Writing Structure, pp. 17-19; Lesson 4: Analyzing Arguments, pp. 20-21; Lesson 5: Writing Arguments: Research and Plan, pp. 22-24; Lesson 6: Writing Arguments: Draft, pp. 25-26; Lesson 7: Writing Arguments: Sequence and Use Transitions, pp. 27-30; Lesson 8: Writing Arguments: Revise and Edit, pp. 31-32; Lesson 9: Writing Arguments: Publish, pp. 33-34; Lesson 10: Creating a Multimedia Presentation, pp. 35-37</p>

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<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 2: Project 4: Lesson 1: Defining Argumentative Writing, pp. 1-8; Lesson 2: Developing Arguments, pp. 9-11; Lesson 3: Identifying Argumentative Writing Structure, pp. 12-14; Lesson 4: Analyzing Arguments, pp. 15-16; Lesson 5: Writing Arguments: Research, pp. 17-18; Lesson 6: Writing Arguments: Plan, pp. 19-20; Lesson 7: Writing Arguments: Draft, pp. 21-22; Lesson 8: Writing Arguments: Sequence and Use Transitions, pp. 23-24; Lesson 9: Writing Arguments: Revise and Edit, pp. 25-26; Lesson 10: Writing Arguments: Publish, pp. 27-28</p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>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><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L9: 64-67, U2: L7: 133-135, U2: L9: 143-146, U3: L9: 217-221, U4: L9: 293-296, U5: L8: 374-379, U7: L8: 73-77, U8: L8: 164-168, U10: L8: 336-340, U11: L8: 425-428 SE: U2: L7: 70-71, U2: L9: 77, U3: L9: 115-116, U4: L9: 153-154, U5: L8: 195-201, U7: L8: 39-41, U8: L8: 94-96, U10: L8: 206-210, U11: L8: 261-264</p> <p>Level 2 TE: U1: L10: 70-75, U3: L10: 264-270, U4: L10: 351-356, U5: L10: 434-439, U6: L7: 510, U6: L10: 530-531, U8: L10: 179-183, U11: L10: 442-446, U12: L5: 493 SE: U1: L10: 30-34, U3: L10: 30, 140-143, U4: L10: 184-187, U5: L10: 30, 225-228, 371, U6: L10: 253, 273-279, U8: L10: 35, 106-109, 553, U11: L10: 335-337, U12: L5: 368</p> <p>Writing Projects: Level 1: Project 3: Lesson 1: Analyzing Informational Text Structures, pp. 1-10; Lesson 2: Comparing and Contrasting Informational Texts, pp. 11-16; Lesson 3: Brainstorming Problems and Solutions, pp. 17-19; Lesson 4: Developing Strong Thesis Statements, pp. 20-22; Lesson 5: Group Writing: Problem and Solution, pp. 23-25; Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28; Lesson 7: Understanding Grammar: Verb Tense and Punctuation, pp. 29-32; Lesson 8: Problem/Solution Writing: Draft, pp. 33-35; Lesson 9: Problem/Solution Writing: Revise and Edit, pp. 36-37; Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 2: Project 1: Lesson 1: Defining Informational Writing, pp. 1-6; Lesson 2: Analyzing Informational Texts, pp. 7-8; Lesson 3: Identifying Informational Writing Structure, pp. 9-11; Lesson 4: Supporting Reasons with Examples, pp. 12-14; Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16; Lesson 6: Writing an Informational Essay: Plan, pp. 17-18; Lesson 7: Maintaining Style: Third-Person Pronouns, pp. 19-21; Lesson 8: Writing an Informational Essay: Draft, pp. 22-24; Lesson 9: Writing an Informational Essay: Evaluate and Revise, pp. 25-26; Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 7: Lesson 1: Understanding Cause and Effect Writing, pp. 1-3; Lesson 2: Analyzing Cause and Effect Text Structure, pp. 4-8; Lesson 3: Determining Causes and Effects, pp. 9-11; Lesson 4: Developing Strong Thesis Statements, pp. 12-</p>

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	14; Lesson 5: Group Writing: Cause and Effect, pp. 15-16; Lesson 6: Writing a Cause and Effect Essay: Research, pp. 17; Lesson 7: Writing a Cause and Effect Essay: Plan, pp. 18-19; Lesson 8: Understanding Grammar: Clauses, pp. 20-21; Lesson 9: Writing a Cause and Effect Essay: Draft, pp. 22-24; Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26
<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>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>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</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>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>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U9: L8: 249-256, U12: L8: 534-540 SE: U9: L8: 147-153, U12: L8: 325-328</p> <p>Level 2 TE: U1: L5: 38-39, U7: L5: 40, U9: L7: 241-242, U9: L10: 266-271, U10: L7: 336, U10: L10: 353-360 SE: U1: L5: 11, 16, U7: L5: 22, U9: L7: 201, U9: L10: 238-241, 546, 551, U10: L7: 275, U10: L10: 284-287</p> <p>Writing Projects: Level 1: Project 6: Lesson 1: Understanding Literature, pp. 1-5; Lesson 2: Finding Themes in Fables, pp. 6-10; Lesson 3: Generating Story Ideas, pp. 11-14; Lesson 4: Developing Characters of Interest, pp. 15-18; Lesson 5: Developing Entertaining Plots, pp. 19-21; Lesson 6: Using Punctuation for Effect, pp. 22-25; Lesson 7: Writing Thematic Literature: Draft, pp. 26-30; Lesson 8: Writing Thematic Literature: Revise and Edit, pp. 31-33; Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35; Lesson 10: Analyzing Thematic Literature: Read and Respond, pp. 36-38</p> <p>Writing Projects: Level 2: Project 2: Lesson 1: Defining Narrative Writing, pp. 1-3; Lesson 2: Understanding Author's Purpose, pp. 4-7; Lesson 3: Writing a Narrative: Develop Characters, pp. 8-11; Lesson 4: Writing a Narrative: Plot the Plot, pp. 12-13; Lesson 5: Writing a Narrative: Pitch the Story, pp. 14-15; Lesson 6: Writing a Narrative: Draft the Story, pp. 16-19; Lesson 7: Writing a Narrative: Writing Dialogue, pp. 20-22; Lesson 8: Understanding Grammar: Subject-Verb Agreement, pp. 23-25; Lesson 9: Writing a Narrative: Evaluate, Revise, and Edit, pp. 26-28; Lesson 10: Writing a Narrative: Publish, pp. 29-30</p>
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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L6: 49-50, U1:L7: 56-57, U1: L9: 64-67, U2: L3: 104-105, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, L9: 80-81, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U9: L7: 247-248, U9: L8: 249-256, U10: L5: 314-321, U10: L6: 327, U10: L8: 336-340, U11: L8: 425-428, U12: L5: 503-506, U12: L8: 534-540, U12: L9: 547-548 SE: U1:L7: 27, U2: L3: 55, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U4: L2: 130, U4: L5: 142, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, L9: 44-45, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U9: L7: 146, U9: L8: 147-</p>

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<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.)</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U4: L2: 252-253, U4: L5: 271-272, U4: L9: 293-296, U5: L5: 354-357, U5: L8: 374-379, U6: L2: 415-416, U6: L5: 442-444, U6: L6: 451, U6: L8: 466-469, U7: L8: 73-77, L9: 80-81, U8: L6: 151, U8: L8: 164-168, U8: L9: 174, U9: L8: 249-256, U9: L9: 261, U10: L8: 336-340, U11: L8: 425-428, U11: L9: 432-435, U12: L8: 534-540, U12: L9: 547-548</p> <p>SE: U4: L2: 130, U4: L5: 142, U4: L9: 153-154, U5: L5: 182-186, U5: L8: 195-201, U6: L2: 223, U6: L5: 236-238, U6: L6: 244, U6: L8: 248-251, U7: L8: 39-41, U7: L9: 44-45, U8: L6: 86, U8: L8: 94-96, U8: L9: 102-103, U9: L8: 147-153, U9: L9: 159, U10: L8: 206-210, U11: L8: 261-264, U11: L9: 268-269, U12: L8: 325-328, U12: L9: 334-335</p> <p>Level 2</p>

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<p>LAFS.9110.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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U12: L10: 552</p> <p>Writing Projects: Level 1: Project 3: Lesson 10: Problem/Solution Writing: Publish and Respond, pp. 38-39</p> <p>Writing Projects: Level 1: Project 4: Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 1: Project 5: Lesson 9: Publishing and Creating a Fairy Tale Evaluation, pp. 38-39</p> <p>Writing Projects: Level 1: Project 6: Lesson 9: Writing Thematic Literature: Publish and Present, pp. 34-35</p> <p>Writing Projects: Level 1: Project 7: Lesson 9: Writing Arguments: Publish, pp. 33-34</p> <p>Writing Projects: Level 2: Project 1: Lesson 10: Writing an Informational Essay: Edit and Publish, pp. 27-29</p> <p>Writing Projects: Level 2: Project 2: Lesson 10: Writing a Narrative: Publish, pp. 29-30</p> <p>Writing Projects: Level 2: Project 3: Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p> <p>Writing Projects: Level 2: Project 4: Lesson 10: Writing Arguments: Publish, pp. 27-28</p> <p>Writing Projects: Level 2: Project 5: Lesson 5: Writing a Compare and Contrast Essay: Revise, Edit, Publish, pp. 28-30</p> <p>Writing Projects: Level 2: Project 6: Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38</p> <p>Writing Projects: Level 2: Project 7: Lesson 10: Writing a Cause and Effect Essay: Revise and Publish, pp. 25-26</p> <p>Writing Projects: Level 2: Project 8: Lesson 5: Writing Career Documents: Revise and Publish, pp. 21-23</p>
<p>Cluster 3: Research to Build and Present Knowledge</p>	
<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>Level 1 The following provide opportunities: TE: U11: L8: 425-428 SE: U11: L8: 261-264</p> <p>Writing Projects: Level 1: Project 2: Lesson 1: Defining Informational Writing, pp. 1-9; Lesson 2: Conducting Shared Research, pp. 10-12; Lesson 3: Evaluating Informational Text, pp.</p>

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<p><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>13-17; Lesson 4: Grammar: Verb Tense, pp. 18-20; Lesson 5: Grammar Verb Mood, pp. 21-24; Lesson 6: Shared Writing: Plan, pp. 25-26; Lesson 7: Shared Writing: Draft and Revise, pp. 27-29; Lesson 8: Creating a Multimedia Presentation, pp. 30-31; Lesson 9: Adjusting to an Audience, pp. 32-33; Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</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><u>Cognitive Complexity</u>: Level 4: Extended Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 2: Conducting Shared Research, pp. 10-12 Writing Projects: Level 1: Project 3: Lesson 6: Problem/Solution Writing: Plan and Research, pp. 26-28 Writing Projects: Level 1: Project 4: Lesson 2: Analyzing Primary Source Texts, pp. 9-15 Writing Projects: Level 1: Project 7: Lesson 5: Writing Arguments: Research and Plan, pp. 22-24 Writing Projects: Level 1: Project 8: Lesson 1: Researching Careers, pp. 1-4 Writing Projects: Level 2: Project 1: Lesson 5: Writing an Informational Essay: Research Evidence, pp. 15-16 Writing Projects: Level 2: Project 8: Lesson 1: Researching Careers, pp. 1-4</p>
<p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”). 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”).</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U6: L8: 466-469, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L5: 228-230, U11: L5: 405-408, U11: L8: 425-428, U12: L5: 503-506 SE: U6: L8: 248-251, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L5: 135-137, U11: L5: 247-250, U11: L8: 261-264, U12: L5: 306-308</p> <p>Level 2 TE: U2: L8: 140-144, U3: L5: 202-205, U3: L10: 264-270, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L5: 482, U6: L10: 532-538, U7: L7: 56-59, U7: L10: 73-76, U8: L10: 179-183, U9: L3: 211-215, U9: L8: 247-252, U10: L3: 298-301, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533 SE: U2: L8: 59, 66-67, U3: L5: 97-98, U3: L10: 30, 140-143, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L5: 251, U6: L10: 280-284, U7: L7: 14, 29, U7: L10: 36-38, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L8: 204-206, U10: L3: 257-259, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Writing Projects: Level 2: Project 4: Lesson 4: Analyzing Arguments, pp. 15-16 Writing Projects: Level 2: Project 6: Lesson 1: Analyzing Ancient Stories, pp. 1-10; Lesson 2: Comparing and Contrasting Myths, pp. 11-16; Lesson 3: Analyzing Contemporary Fiction, pp. 17-20; Lesson 4: Writing a Literary Analysis: Plan, pp. 21-25; Lesson 5: Writing a Literary Analysis: Draft, pp. 26-29; Lesson 6: Using Punctuation from Effect, pp. 30-34; Lesson 7: Writing a Literary Analysis: Revise and Edit, pp. 35-36; Lesson 8: Writing a Literary Analysis: Publish, pp. 37-38; Lesson 9: Creating an Artistic Rendering, pp. 39-40; Lesson 10: Presenting an Artistic Rendering, pp. 41-42</p>
Cluster 4: Range of Writing	

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LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
<p>Grades 9-10</p> <p>LAFS.910.W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L6: 49-50, U2: L5: 120-121, U2: L6: 127-129, U2: L7: 133-135, U2: L9: 143-146, U3: L2: 174-175, U3: L6: 202-204, U3: L9: 217-221, U4: L2: 252-253, U4: L5: 271-272, U4: L6: 278-280, U4: L9: 293-296, U5: L2: 329, U5: L5: 347-353, U5: L5: 354-357, U5: L8: 374-379, U6: L8: 466-469, U7: L5: 48-50, U7: L8: 73-77, U8: L5: 142-144, U8: L8: 164-168, U9: L7: 247-248, U9: L8: 249-256, U9: L9: 261, U11: L5: 405-408</p> <p>SE: U1: L7: 27, U2: L5: 64, U2: L6: 65-67, U2: L7: 70-71, U2: L9: 77, U3: L2: 91, U3: L6: 105-106, U3: L9: 115-116, U4: L2: 130, U4: L5: 143, U4: L6: 144-145, U4: L9: 153-154, U5: L2: 170, U5: L5: 175, U5: L5: 182-186, U5: L8: 195-201, U6: L8: 248-251, U7: L5: 25-26, U7: L8: 39-41, U8: L5: 80-81, U8: L8: 94-96, U9: L7: 146, U9: L8: 147-153, U9: L9: 159, U11: L5: 247-250</p> <p>Level 2</p> <p>TE: U1: L2: 22-25, U1: L3: 26-30, U1: L5: 38-40, U1: L7: 57-59, U1: L8: 60-62, U1: L10: 70-75, U2: L3: 105-108, U2: L8: 140-144, U2: L10: 151-154, U3: L3: 186-190, U3: L5: 202-205, U3: L7: 232-234, U3: L8: 242-247, U3: L9: 248-263, U3: L10: 264-270, U4: L3: 298-304, U4: L5: 313-314, U4: L7: 330-334, U4: L10: 351-356, U5: L5: 400, U5: L8: 420-424, U5: L10: 434-439, U6: L3: 467-471, U6: L7: 504-509, 510, U6: L8: 511-516, U6: L10: 532-538, U7: L2: 19-21, 22-24, U7: L3: 25-30, U7: L5: 40, U7: L7: 56-59, U7: L10: 73-76, U8: L3: 105-109, U8: L5: 124, U8: L7: 151-155, U8: L8: 156-160, U8: L10: 179-183, U9: L3: 211-215, U9: L5: 228, U9: L8: 247-252, U9: L10: 266-271, U10: L5: 314, U10: L8: 337-341, U10: L10: 353-360, U11: L5: 406-406, U11: L7: 423-426, U11: L8: 428-432, U11: L10: 442-446, U12: L5: 493, U12: L7: 509-512, U12: L8: 513-517, U12: L10: 527-533</p> <p>SE: U1: L2: 9-10, U1: L5: 11, 16, U1: L7: 22-25, U1: L8: 19, 26, U1: L10: 30-34, U2: L3: 42-49, U2: L8: 59, 66-67, U2: L10: 30, 70, U3: L3: 66, 89, U3: L5: 97-98, U3: L7: 119-120, U3: L8: 124-125, U3: L9: 126-139, U3: L10: 30, 140-143, U4: L3: 66, 159-160, U4: L5: 166, U4: L7: 175, U4: L10: 184-187, U5: L5: 209, U5: L8: 66, 218-220, U5: L10: 30, 225-228, 371, U6: L3: 243-245, U6: L7: 267-268, U6: L8: 269-272, U6: L10: 280-284, U7: L2: 10-11, 12-13, U7: L3: 14-17, U7: L5: 22, U7: L7: 14, 29, U7: L10: 36-38, U8: L3: 55-57, U8: L5: 68, U8: L7: 88-89, U8: L8: 15, 90-92, U8: L10: 35, 106-109, 553, U9: L3: 14, 126-128, U9: L5: 136, U9: L8: 204-206, U9: L10: 238-241, 546, 551, , U10: L3: 298-301, U10: L3: 257-259, U10: L5: 266-267, U10: L8: 276-277, U10: L10: 284-287, U11: L5: 315-316, U11: L7: 325, U11: L8: 327-329, U11: L10: 335-337, U12: L5: 368, U12: L7: 376-377, U12: L8: 378-380, U12: L10: 386-390</p> <p>Each Writing Project addresses this standard: Level 1: Projects 1-8 and Level 2: Projects 1-8. See for example, Writing Projects: Level 1: Project 4: Lesson 1: Defining and Analyzing Primary Source Texts, pp. 1-8; Lesson 2: Analyzing Primary Source Texts, pp. 9-15; Lesson 3: Comparing and Contrasting Firsthand Accounts, pp. 16-18; Lesson 4: Defining and Analyzing Secondary Source Texts, pp. 19-25; Lesson 5: Writing a Firsthand Account, pp. 26-30; Lesson 6: Searching for the Truth, pp. 31-34; Lesson 7: Writing a Secondhand Account: Draft, pp. 35-</p>

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	<p>37; Lesson 8: Understanding Grammar: Pronouns and Antecedents, pp. 38-40; Lesson 9: Writing a Secondhand Account: Revise and Edit, pp. 41-42; Lesson 10: Publishing a Secondhand Account, pp. 43-44</p> <p>Writing Projects: Level 2: Project 3: Lesson 1: Distinguishing Fact from Fiction, pp. 1-9; Lesson 2: Researching a Historical Event, pp. 10-13; Lesson 3: Creating a Multimedia Presentation, pp. 14-16; Lesson 4: Presenting with Media, pp. 17-18; Lesson 5: Analyzing Historical Texts, pp. 19-24; Lesson 6: Developing Thesis Statements, pp. 25-28; Lesson 7: Writing a Compare and Contrast Essay: Plan, pp. 29-30; Lesson 8: Using Grammar in Writing, pp. 31-34; Lesson 9: Writing a Compare and Contrast Essay: Draft, pp. 35-36; Lesson 10: Writing a Compare and Contrast Essay: Revise, Edit, and Publish, pp. 37-39</p>
Strand: Speaking and Listening	
Cluster 1: Comprehension and Collaboration	
<p>LAFS.910.SL.1.1</p> <p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to 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.</p> <p>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.</p> <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><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1</p> <p>TE: U1: L1: 4-5, 11-13, U1: L3: 27-30, U1: L6: 44-48, L9: 64-67, U2: L3: 104-105, U2: L6: 122-127, U3: L1: 158-160, U3: L6: 197-201, U3: L9: 217-221, U4: L1: 236-237, U4: L6: 273-277, U4: L9: 293-296, U5: L1: 317-322, U5: L5: 347-353, U6: L10: 476, U7: L5: 42-47, U8: L1: 107-111, U8: L5: 136-141, U8: L10: 178, U9: L10: 263-264, U9: L10: 267-268, U10: L5: 314-318, U11: L5: 400-404, U12: L5: 495-503, U12: L10: 551-552</p> <p>SE: U1: L3: 14-15, U2: L6: 65, U3: L1: 83, U3: L6: 104, U4: L6: 143, U5: L5: 175, U7: L5: 24, U8: L5: 79, U9: L10: 164-165, U10: L5: 194, U11: L5: 246, U12: L5: 305</p> <p>Level 2</p> <p>TE: U1: L1: 11-15, U1: L5: 39-40, U1: L8: 60-62, U1: L10: 76, U2: L5: 119-120, U2: L10: 155, U3: L3: 186-190, U3: L5: 203-205, U3: L10: 271-272, U4: L5: 314-315, U4: L7: 330-334, U4: L10: 351-357, U5: L1: 360-362, U5: L5: 401-402, U5: L10: 440-441, U6: L5: 483-484, U7: L5: 41, U7: L10: 77, U8: L5: 125-128, U8: L10: 184-185, U9: L5: 229-230, U9: L10: 272-273, U10: L5: 315-316, U10: L10: 361-362, U11: L5: 407-408, U11: L10: 447, U12: L5: 494-495, U12: L10: 534-535</p> <p>SE: U1: L1: 3-6, U1: L5: 1, U1: L8: 19, 26, U1: L10: 26, U2: L5: 49, U2: L10: 57, 67, U3: L3: 66, 89, U3: L5: 71, 89, U3: L10: 99, 124, U4: L5: 146, 159, U4: L7: 175, U4: L10: 184-187, U5: L1: 189, U5: L5: 189, 201, U5: L10: 210, 218, U6: L5: 229, 243, U7: L5: 1, 16, U7: L10: 23, 30, U8: L5: 39, 55, U8: L10: 69, 90, U9: L5: 111, 126-128, U9: L10: 137, 204, U10: L5: 243, 257, U10: L7: 268, 276, U11: L5: 289, 305, U11: L10: 317, 327, U12: L5: 339, 358, U12: L10: 369, 378</p>
<p>LAFS.910.SL.1.2</p> <p>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>At the beginning of each Unit, students watch a video to build background knowledge. Discussion follows which provides opportunities to meet this standard.</p>

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<p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>The opportunity to address this standard can be met by listening to an excerpt from the multimedia version of Nelson Mandela’s speech “I am Prepared to Die”, in Unit 6 which can be found online in the Teacher Resources.</p>
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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</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><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Writing Projects: Level 1: Project 2: Lesson 8: Creating a Multimedia Presentation, pp. 30-31</p> <p>Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</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.)</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Supports understanding of formal vs informal style</p> <p>Power Pass: Level 2: Unit 2: Vandal</p> <p>Writing Projects: Level 1: Project 2: Lesson 9: Adjusting to an Audience, pp. 32-33</p> <p>Writing Projects: Level 1: Project 2: Lesson 10: Delivering a Multimedia Presentation, pp. 34-35</p> <p>Writing Projects: Level 1: Project 8: Lesson 3: Using Proper Conventions in Formal Letters, pp. 11-15</p>
Strand: Language Standards	
Cluster 1: Conventions of Standard English	
<p>LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>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.</p>	<p>Level 1</p> <p>TE: U1: L4: 32, U1: L8: 59-60, U1: L10: 72-75, U2: L2: 96-98, U2: L3: 102-103, U2: L4: 107-108, U2: L5: 120-121, U2: L8: 137-138, U2: L10: 149, U3: L2: 172-173, U3: L3: 179-181, U3: L4: 184, U3: L7: 208-210, U3: L10: 230-231, U4: L2: 249-251, U4: L3: 257, U4: L4: 261, U4: L7: 285-287, U4: L10: 299, 305, U5: L2: 325-328, U5: L3: 333-334, U5: L4: 341, U5: L5: 347-353, U5: L9: 382-387, U5: L10: 392-393, 395-397, U6: L2: 413-415, U6: L3: 420-421, U6: L4: 428, U6: L9: 472-473, U6: L10: 477, 480-483, U7: L2: 18-19, U7: L3: 27-28, U7: L4: 34, U7: L9: 81-86, U7: L10: 93-97, U8: L2: 114-116, U8: L3: 121-123, U8: L4: 129-130, U8: L9: 171-173, U8: L10 179, U8: L10 184-185, U9: L2 202, U9:</p>

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<p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>L3: 209-210, U9: L4: 216, U9: L9: 259-260, U9: L10: 265, U9: L10: 272-273, U10: L2: 290-292, U10: L3: 299-300, U10: L4: 307-308, U10: L9: 343-349, U10: L10: 357-358, U11: L2: 377-380, U11: L4: 393, U11: L9: 432-433, U11: L10: 439, U11: L10: 445-446, U12: L2: 469-472, U12: L4: 485-487, U12: L9: 543-545, U12: L10: 555-556</p> <p>SE: U1: L8: 29, U1: L10: 36-37, 39, U2: L2: 50, U2: L3: 53-54, U2: L4: 57-58, U2: L5: 64, U2: L10: 79, U3: L2: 89, U3: L3: 94, U3: L4: 97, U3: L7: 109-110, U3: L10: 120-121, U4: L2: 128-129, U4: L3: 133, U4: L4: 136, U4: L7: 148-149, U4: L10: 159, U5: L2: 167-169, U5: L3: 173-174, U5: L4: 179, U5: L9: 204-208, U5: L10: 211, 213-214, U6: L2: 221-222, U6: L3: 226-227, U6: L4: 231, U6: L9: 254-255, U6: L10: 260-262, U7: L2: 8-9, U7: L3: 15, U7: L4: 20, U7: L9: 46-49, U7: L10: 53-56, U8: L2: 64-66, U8: L3: 70-71, U8: L4: 129-130, U8: L9: 99-101, U8: L10 107, U8: L10 111, U9: L2 120, U9: L3: 125-126, U9: L4: 131, U9: L9: 156-158, U9: L10: 162, U9: L10: 169-170, U10: L2: 178-180, U10: L3: 186, U10: L4: 190, U10: L9: 213-215, U10: L10: 220-221, U11: L2: 230-231, U11: L4: 241, U11: L9: 267, U11: L10: 271, U11: L10: 277-278, U12: L2: 291-293, U12: L4: 300, U12: L9: 331, U12: L10: 338-339</p> <p>Level 2</p> <p>TE: U1: L2: 17-21, U1: L2: 22-25, U1: L4: 31-36, U1: L6: 41, U1: L7: 52-59, U2: L2: 95-104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U3: L7: 232-234, U3: L9: 248-263, U4: L2: 291-290, 295-297, U4: L7: 335-336, U4: L9: 342-348, U4: L10: 351-356, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U7: L4: 31-37, U8: L2: 98-102, 103-104, U8: L9: 161-176, U9: L2: 203-210, U9: L4: 216-225, U10: L2: 292-297, U10: L4: 302-311, U11: L2: 382-385, U11: L9: 433-439, U12: L2: 469-473, U12: L4: 481-490, U12: L9: 518-524</p> <p>SE: U1: L2: 7-8, U1: L2: 9-10, U1: L4: 12-15, U1: L7: 18, 22-25, U2: L2: 42-48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U3: L7: 119-120, U3: L9: 126-139, U4: L2: 154-156, 157-158, U4: L7: 176, U4: L9: 179-183, U4: L10: 184-187, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U7: L4: 18-21, U8: L2: 51-53, 54, U8: L9: 93-105, U9: L2: 121-123, 124-125, U9: L4: 14, 129-135, U10: L2: 253-255, 256, U10: L4: 260-265, U11: L2: 299-301, U11: L9: 330-334, U12: L2: 350-354, U12: L4: 360-367, U12: L9: 381-385</p>
<p>LAFS.910.L.1.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p> <p><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1</p> <p>TE: U1: L2: 18-20, U2: L2: 96-98, U2: L5: 120-121, U4: L3: 257, U4: L7: 285, U5: L5: 354-357, U5: L5: 186, U5: L6: 358-359, U6: L6: 447-448, U7: L2: 20-21, U7: L6: 53-54, U7: L6: 59, U8: L6: 147-148, U8: L6: 151, U8: L9: 174, U9: L6: 231-232, U10: L2: 293, U10: L6: 322-323, U11: L6: 409-410, U12: L6: 507-508</p> <p>SE: U1: L2: 9, U2: L2: 50, U2: L5: 64, U4: L3: 133, U5: L6: 186, U6: L6: 240, U7: L2: 10-11, U7: L6: 28, U7: L6: 32, U8: L6: 83, U8: L6: 86, U8: L9: 102-103, U9: L6: 138, U10: L2: 181, U10: L6: 197, U11: L6: 251, U12: L6: 309</p> <p>Word Training: U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p>

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	<p>Level 2 TE: U1: L2: 22-25, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L4: 191-200, U4: L9: 342-348, U5: L2: 375-380, 381-383, U6: L2: 458-464, 464-466, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L4: 216-225, U9: L7: 241-242, U11: L2: 386-389, U12: L4: 481-490 SE: U1: L2: 9-10, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L4: 90-96, U4: L9: 179-183, U5: L2: 197-198, 199-200, U6: L2: 235-240, 241-242, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L4: 14, 129-135, U9: L7: 201, U11: L2: 302-404, U12: L4: 360-367</p> <p>Writing Projects: Level 1: Project 6: Lesson 6: Using Punctuation for Effect, pp. 22-25</p>
Cluster 2: Knowledge of Language	
<p>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. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p><u>Cognitive Complexity:</u> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U3: L5: 195-196, U4: L5: 271-272, U4: L10: 303, U5: L3: 335-339, U5: L5: 354-357, U5: L6: 363, U6: L2: 415-416, U6: L6: 451, U8: L2: 116, U8: L3: 121-123, U8: L6: 151, U9: L7: 247-248, U10: L6: 327, U11: L6: 414, U11: L10: 439, U12: L6: 513 SE: U4: L5: 142, U4: L10: 157, U5: L3: 175-177, U5: L5: 182-186, U5: L6: 190, U6: L2: 223, U6: L6: 244, U8: L2: 66, U8: L3: 70-71, U8: L6: 86, U9: L7: 146, U10: L6: 200-201, U11: L6: 255, U11: L10: 271, U12: L6: 313, U11: L2: 386-389</p> <p>Level 2 TE: U1: L2: 22-25, U1: L7: 52-59, U2: L2: 104, U2: L7: 134-136, U3: L2: 178-185, U3: L7: 232-234, U4: L2: 291-290, 295-297, U5: L2: 375-380, 381-383, U5: L4: 390-397, U6: L2: 458-464, 464-466, U6: L4: 472-479, U7: L2: 19-21, 22-24, U8: L2: 98-102, 103-104, U9: L2: 203-210, U12: L2: 474-476 SE: U1: L2: 9-10, U1: L7: 18, 22-25, U2: L2: 48, U2: L7: 63-64, U3: L2: 83-88, U3: L7: 119-120, U4: L2: 154-156, 157-158, U5: L2: 197-198, 199-200, U5: L4: 203-208, U6: L2: 235-240, 241-242, U6: L4: 246-250, U7: L2: 10-11, 12-13, U8: L2: 51-53, 54, U9: L2: 121-123, 124-125, U11: L2: 302-404, U12: L2: 355-357</p>
Cluster 3: Vocabulary Acquisition and Use	
<p>LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). 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</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1: L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L5: 111-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L6: 360-362, U5: L10: 389-390, U6: L1: 403-406, U6: L2: 411-412, U6: L6: 449-450, U6: L10: 474-475, U7: L1: 7-10, U7: L2: 16-17, U7: L6: 55-58, U7: L10: 87-88, 90, U8: L1: 100-102, U8: L2: 112 -113, U8: L6: 149-150, U8: L10 176-177, U9: L1 191-194, U9: L2 200-201, U9: L6: 233-236, U10: L1: 279-282, U10: L2: 288-290, U10: L6: 324-326, U10: L10: 351-352, U11: L2: 375-377, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 436-437, U12: L2: 466-468, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550 SE: U1: L1: 3-5, U1: L2: 6, U1: L3: 11, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78,</p>

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<p>Grades 9-10</p> <p>precise meaning, its part of speech, or its etymology.</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><u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts</p>	<p>U3: L1: 84, U3: L2: 88, U3: L5: 100, U3: L7: 108, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189, U5: L10: 210, U6: L1: 216, U6: L2: 219-220, U6: L6: 241-243, U6: L10: 256, U7: L1: 2, U7: L2: 7, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L2: 62 -63, U8: L6: 84-85, U8: L10 106, U9: L1 114, U9: L2 119, U9: L6: 139-140, U10: L1: 172, U10: L2: 176-177, U10: L6: 198-199, U10: L10: 218, U11: L2: 228-229, U11: L3: 236, U11: L6: 252, U11: L9: 266, U11: L10: 270, U12: L2: 289-290, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336</p> <p>Word Training: U2: L5, U2: L6, U2: L7, U2: L8, U3: L9, U3: L10, U3: L11, U3: L12, U4: L13, U4: L14, U4: L15, U4: L16, U5: L17, U5: L18, U5: L19, U5: L20, U6: L21, U6: L22, U6: L23, U6: L24, U7: L25, U7: L26, U7: L27, U7: L28, U8: L29, U8: L30, U8: L31, U8: L32, U9: L33, U9: L34, U9: L35, U9: L36, U10: L37, U10: L38, U10: L39, U10: L40, U11: L41, U11: L42, U11: L43, U12: L44, U12: L45, U12: L46</p> <p>Level 2</p> <p>TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-59, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U2: L7: 132-133, U2: L10: 150-151, U3: L1: 160-174, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, 279-282, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526</p> <p>SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U2: L7: 58, U3: L1: 72, 74-81, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p> <p>Power Pass: Level 1: Unit 1: Family Trip; Unit 2: A Funny Find; Unit 3: Star Gazing; Unit 4: The Big Dogs and the Rams; Unit 5: Stuck in the Mud; Unit 6: Quite a Bike Ride; Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 9: A Whole New World; Unit 10: The Dragon and</p>

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	the Princess; Unit 11: Disturbing Sky; Unit 12: Sonia Sotomayor; Level 2: Unit 1: Clues; Unit 3: Teá Dobromir; Unit 4: Césear Chávez; Unit 5: StreetWise magazine; Unit 6: Helpers and Heroes; Unit 7: Fenrir the Wolf; Unit 8: Wolf Society; Unit 9: A Wolf in Dark Glasses; Unit 10: Must Be the Shoes; Unit 12: To Clone or Not to Clone
<p>LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p><u>Cognitive Complexity</u>: Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Level 1 TE: U1: L7: 51-52, U2: L3: 100-102, U2: L7: 130-133, U3: L3: 177-179, U3: L7: 205-208, U3: L10: 233, U4: L7: 281-284, U5: L6: 364-365, U5: L9: 381-382, U6: L6: 457-458, U6: L9: 470, U7: L3: 23-26, U7: L9: 79, U7: L10: 92, U8: L3: 118-121, U8: L5: 135-136, U8: L7: 157-163, U8: L9: 170, U8: L10 182-183, U9: L3: 206-209, U9: L6: 233-236, U9: L7: 241-246, U9: L9: 258, U9: L10: 271, U10: L3: 295-298, U10: L6: 324-326, U10: L7: 329-335, U10: L9: 342, U11: L3: 383-386, U11: L6: 411-413, U11: L9: 430-431, U11: L10: 443-444, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L7: 25, U2: L3: 52, U2: L7: 68-69, U3: L3: 93, U3: L7: 107-108, U3: L10: 122, U4: L7: 146, U4: L10: 157, U5: L9: 203, U6: L9: 253, U7: L3: 13-14, U7: L9: 43, U7: L10: 52, U8: L3: 68-69, U8: L7: 91-93, U8: L9: 98, U8: L10 110, U9: L3: 123-124, U9: L6: 139-140, U9: L9: 155, U9: L10: 168, U10: L3: 183-185, U10: L6: 199, U10: L9: 212, U11: L3: 235-236, U11: L6: 253-254, U11: L9: 266, U11: L10: 275-276, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 337</p> <p>Level 2 TE: U1: L9: 67, U2: L4: 109-115, U2: L7: 136-135, U2: L9: 145-149, U3: L4: 191-200, U3: L9: 248-263, U5: L4: 390-397, U6: L4: 472-479, U9: L4: 216-225, U11: L9: 433-439, U12: L4: 481-490 SE: U1: L9: 28, U2: L4: 50-54, U2: L7: 65, U2: L9: 68-69, U3: L4: 90-96, U3: L9: 126-139, U5: L4: 203-208, U6: L4: 246-250, U9: L4: 14, 129-135, U11: L9: 330-334, U12: L4: 360-367</p> <p>Power Pass: Level 1: Unit 7: Canyon Song; Unit 8: Allergy Trip; Unit 12: Sonia Sotomayor</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><u>Cognitive Complexity</u>: Level 2: Basic Application of Skills and Concepts</p>	<p>Level 1 TE: U1: L1: 6-9, U1: L2: 14-15, U1: L3: 21-24, U1: L5: 36-37, U1:L7: 51-52, U1: L10: 68-69, U2: L1: 82-85, U2: L2: 92-94, U2: L3: 100-102, U2: L5: 101-112, U2: L7: 130-133, U2: L10: 147-148, U3: L1: 161-164, U3: L2: 170-171, U3: L3: 177-179, U3: L5: 187-188, U3: L7: 205-208, U3: L10: 222-223, 228, U4: L1: 239-242, U4: L2: 247-248, U4: L3: 255-256, U4: L5: 264-265, U4: L7: 281-284, U4: L10: 297-298, U5: L1: 313-316, U5: L2: 323-324, U5: L3: 331-333, U5: L4: 346-347, U5: L6: 360-362, U5: L7: 366-367, U5: L9: 381-382, U5: L10: 389-390, U6: L1: 403-406, U7: L1: 7-10, U7: L6: 55-58, U7: L10: 87-88, U8: L1: 100-102, U8: L6: 149-150, U8: L6: 149-150, U9: L1 191-194, U9: L10: 262-263, U9: L10: 267-268, U10: L1: 279-282, U11: L6: 411-413, U11: L10: 436-437, U12: L1: 453-456, U12: L3: 474-478, U12: L6: 509-512, U12: L9: 542-543, U12: L10: 549-550, 553 SE: U1: L1: 3-5, U1: L2: 6, U1: L5: 19, U1: L7: 25, U1: L10: 34, U2: L1: 42, U2: L2: 47-48, U2: L5: 60, U2: L7: 68-69, U2: L10: 78, U3: L1: 84, U3: L2: 88, U3: L3: 93, U3: L5: 100, U3: L7: 107-108, U3: L10: 117, U4: L1: 124, U4: L2: 127, U4: L3: 132, U4: L5: 139, U4: L7: 146-147, U4: L10: 155, 160, U5: L1: 162, U5: L2: 166, U5: L3: 172, U5: L6: 187-189,</p>

LANGUAGE! Live correlated to the Language Arts Florida Standards, Grades 5-10

LAFS: Language Arts Florida Standards	LANGUAGE! Live Matches
Grades 9-10	<p>U5: L9: 203, U5: L10: 210, U6: L1: 216, U7: L1: 2, U7: L6: 29-31, U7: L10: 50, U8: L1: 58, U8: L6: 84, U9: L1 114, U9: L10: 161, U9: L10: 164-165, U10: L1: 172, U11: L6: 253-254, U11: L10: 270, U12: L1: 280, U12: L3: 295-296, U12: L6: 310-312, U12: L9: 330, U12: L10: 336-337</p> <p>Level 2 TE: U1: L1: 7-10, U1: L2: 16-17, U1: L4: 31-36, U1: L5: 37-38, U1: L6: 41-51, U1: L7: 52-53, U1: L9: 63-68, U1: L10: 69-70, U2: L1: 82-85, U2: L2: 93-94, U2: L4: 109-115, U2: L5: 116-117, U2: L6: 124-131, U3: L1: 160-163, U3: L2: 175-178, U3: L4: 191-200, U3: L5: 201-202, U3: L6: 209-212, 213-230, U3: L7: 231, U3: L10: 264-265, U4: L1: 276-277, U4: L2: 289-290, U4: L5: 312-313, U4: L6: 319-327, U4: L7: 328-329, U4: L10: 349-350, U5: L1: 363-366, U5: L2: 373-374, U5: L4: 390-397, U5: L5: 398-399, U5: L6: 405-408, U5: L7: 413-414, U5: L10: 432-433, U6: L1: 447-450, U6: L2: 456-457, U6: L4: 472-479, U6: L5: 480-481, U6: L6: 488-491, U6: L7: 502-503, U6: L10: 530-531, U7: L1: 7-10, U7: L2: 17-18, U7: L5: 38-39, U7: L6: 45-48, U7: L7: 52-55, U7: L10: 71-72, U8: L1: 83-86, U8: L2: 97-98, U8: L4: 110-121, U8: L5: 122-123, U8: L6: 132-135, U8: L7: 149-150, U8: L10: 177-178, U9: L1: 191-194, U9: L2: 202-203, U9: L4: 216-225, U9: L5: 226-227, U9: L6: 234-237, U9: L7: 239-240, U9: L10: 264-265, U10: L1: 279-282, U10: L2: 290-291, U10: L5: 312-313, U10: L6: 320-323, U10: L7: 331-332, U10: L10: 351-352, U11: L1: 368-371, U11: L2: 380-381, U11: L5: 404-405, U11: L6: 411-414, U11: L7: 421-422, U11: L10: 440-441, U12: L1: 455-458, U12: L2: 467-468, U12: L4: 481-490, U12: L5: 491-492, U12: L6: 498-501, U12: L7: 507-508, U12: L10: 525-526 SE: U1: L1: 2, U1: L4: 12-15, U1: L6: 18-21, U1: L7: 18, U1: L9: 27-29, U2: L1: 36, U2: L4: 50-54, U2: L6: 58, U3: L1: 72, U3: L2: 72, 82, U3: L4: 90-96, U3: L6: 100, 101-117, 279-282, U4: L1: 146, U4: L2: 146, U4: L5: 146, U4: L6: 168, U4: L10: 168, U5: L1: 190, U5: L2: 190, U5: L4: 203-208, U5: L6: 211, U6: L1: 230, U6: L4: 246-250, U6: L5: 230, U6: L6: 254, U7: L1: 4, U7: L6: 24, U7: L7: 24, 28, U8: L1: 40, U8: L6: 70, U9: L1: 112, U9: L4: 14, 129-135, U9: L6: 138, U10: L1: 244, U10: L6: 269, U11: L1: 290, U11: L6: 318, U12: L1: 340, U12: L4: 360-367, U12: L6: 370</p>

LANGUAGE! Live correlated to the Language Arts Florida Standards
Additional Language Live to Word Training Matches for Grades 1-4

LAFS: Language Arts Florida Standards	LANGUAGE! Word Training Matches
Grade 1	
Strand: Reading Standards: Foundational Skills	
Cluster 3: Phonics and Word Recognition	
LAFS.1.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Training: Level 1: Unit 1-10 Word Training: Level 2: Units 1-10
LAFS.1.RF.3.3a Know the spelling-sound correspondences for common consonant digraphs. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Unit 4 Word Training: Level 2: Unit 1
LAFS.1.RF.3.3b Decode regularly spelled one-syllable words. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 1-10
LAFS.1.RF.3.3c Know final -e and common vowel team conventions for representing long vowel sounds. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 5, 6, 11 Word Training: Level 2: Units 1, 6
LAFS.1.RF.3.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 1-10 Word Training: Level 2: Units 1-10
LAFS.1.RF.3.3e Decode two-syllable words following basic patterns by breaking the words into syllables. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 3, 4, 5, 9 Word Training: Level 2: Units 3-10
LAFS.1.RF.3.3f Read words with inflectional endings. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Unit 3, 4 Word Training: Level 2: Units 1, 8
Cluster 4: Fluency	
LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 1-10; Fluency Checks
Strand: Language Standards	
Cluster 2: Vocabulary Acquisition and Use	
LAFS.1.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>). <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 3-10

LANGUAGE! Live correlated to the Language Arts Florida Standards
Additional Language Live to Word Training Matches for Grades 1-4

LAFS: Language Arts Florida Standards	LANGUAGE! Word Training Matches
Grade 2	
Strand: Reading Standards: Foundational Skills	
Cluster 3: Phonics and Word Recognition	
LAFS.2.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Training: Level 1: Unit 1-10 Word Training: Level 2: Units 1-10
LAFS.2.RF.3.3a. Distinguish long and short vowels when reading regularly spelled one-syllable words <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 1-10
LAFS.2.RF.3.3b. Know spelling-sound correspondences for additional common vowel teams <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 6, 8, 9, 11 Word Training: Level 2: Units 2, 7
LAFS.2.RF.3.3c. Decode regularly spelled two-syllable words with long vowels <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 6, 7
LAFS.2.RF.3.3d. Decode words with common prefixes and suffixes <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 4, 5, 6, 7, 9, 10, 11, 12
LAFS.2.RF.3.3e. Identify words with inconsistent but common spelling-sound correspondences <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 1-10 supports this standard
Cluster 4: Fluency	
LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 1-10
Strand: Language Standards	
Cluster 2: Vocabulary Acquisition and Use	
LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a know word (happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 3-10

LANGUAGE! Live correlated to the Language Arts Florida Standards

Additional Language Live to Word Training Matches for Grades 1-4

LAFS: Language Arts Florida Standards	LANGUAGE! Word Training Matches
Grade 3	
Strand: Reading Standards: Foundational Skills	
Cluster 3: Phonics and Word Recognition	
LAFS.3.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Training: Level 1: Unit 1-10 Word Training: Level 2: Units 1-10
LAFS.3.RF.3.3a. Identify and know the meaning of the most common prefixes and derivational suffixes. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 4-7, 9-12
LAFS.3.RF.3.3b. Decode words with common Latin suffixes. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 4, 5, 6, 7, 9, 10, 11, 12
LAFS.3.RF.3.3c. Decode multi-syllable words. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 2: Units 3-10
Cluster 4: Fluency	
LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	Word Training: Level 2: Units 1-10
Strand: Language Standards	
Cluster 2: Vocabulary Acquisition and Use	
LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills and Concepts	Word Training: Level 2: Units 3-10

LANGUAGE! Live correlated to the Language Arts Florida Standards

Additional Language Live to Word Training Matches for Grades 1-4

LAFS: Language Arts Florida Standards	LANGUAGE! Word Training Matches
Grade 4	
Strand: Reading Standards: Foundational Skills	
Cluster 3: Phonics and Word Recognition	
LAFS.4.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Word Training: Level 1: Unit 1-10 Word Training: Level 2: Units 1-10
LAFS.4.RF.3.3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <u>Cognitive Complexity:</u> Level 1: Recall	Word Training: Level 1: Units 1-10 Word Training: Level 2: Units 1-10
Cluster 4: Fluency	
LAFS.4.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 1-10
Strand: Language Standards	
Cluster 2: Vocabulary Acquisition and Use	
LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <u>Cognitive Complexity:</u> Level 2: Basic Application of Skills & Concepts	Word Training: Level 2: Units 3-10