

GRADES 9-12

Step Up
to Writing®



Step Up to Writing, Grades 9-12

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

August 2016

**Step Up to Writing[®], Grades 9-12 Correlated to the
Language Arts Florida Standards (LAFS)**

Grades 9-10 LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>LAFS.910.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p>Section 1: T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414); T6-8 (424-425)</p>
<p>LAFS.910.RL.1.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-1 (6-7); T1-3 (9-10); T1-6 (13-14); T1-9 (17-18); T1-21 (38-39); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472); T6-33 (473-474); T6-39 (486-487)</p>
<p>LAFS.910.RL.1.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-1 (6-7); T1-15 (28-29); T1-20 (37-38); T1-26 (48-49) Section 6: T6-19 (444-445)</p>
Cluster 2: Craft and Structure	
<p>LAFS.910.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-23 (43-44); T1-26 (48-49); T1-27 (49-50) Section 3: T3-10 (180-181); T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433); T6-21 (448-449)</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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-27 (49-50); T1-28 (51-53); T1-29 (54-56) Section 6: T6-8 (424-425); T6-17 (440-441); T6-20 (446-447); T6-25 (455-457)</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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-25 (46-47); T1-26 (48-49); T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572); T8-15 (573-574)</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.910.RL.3.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</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>	

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Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <i>Cognitive Complexity</i> : Level 3: Strategic Thinking and Complex Reasoning	
Cluster 4: Range of Reading and Level of Text Complexity	
LAFS.910.RL.4.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. <i>Cognitive Complexity</i> : Level 2: Basic Application of Skills and Concepts	Section 1 : T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5 : T5-35 (394-395) Section 6 : T6-1 (413-414); T6-8 (424-425)
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
LAFS.910.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity</i> : Level 2: Basic Application of Skills and Concepts	Section 1 : T1-1 (6-7); T1-2 (7-8); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59) Section 4 : T4-18 (235-236) Section 5 : T5-12 (347-348) Section 6 : T6-1 (413-414)
LAFS.910.RI.1.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>Cognitive Complexity</i> : Level 2: Basic Application of Skills and Concepts	Section 1 : T1-1 (6-7); T1-6 (13-14); T1-9 (17-18); T1-10 (19-20); T1-11 (20-21); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-24 (45-46); T1-25 (46-47); T1-25 (46-47); T1-28 (51-53); T1-31 (59-62) Section 4 : T4-5 (203-205) Section 5 : T5-6 (332-333) Section 7 : T7-2 (503-505); T7-14 (529-530); T7-15 (531-532)
LAFS.910.RI.1.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>Cognitive Complexity</i> : Level 3: Strategic Thinking and Complex Reasoning	Section 1 : T1-1 (6-7); T1-6 (13-14); T1-7 (14-15); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59); T1-31 (59-62) Section 4 : 4-1 (194-195); T4-2 (196-198); T4-6 (206-207); T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254); T4-29 (259-260); T4-30 (262-263); T4-45 (293-295); T4-48 (299-301) Section 5 : T5-2 (323-324); T5-3 (326-327); T5-7 (334-336) Section 6 : T6-2 (415-416); T6-24 (453-454); T6-25 (455-457); T6-37 (482-483) Section 7 : T7-2 (503-505); T7-14 (529-530); T7-15 (531-532)
Cluster 2: Craft and Structure	
LAFS.910.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the	Section 1 : T1-17 (31-32); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47)

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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). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 3: T3-7 (172-175); T3-10 (180-181); T3-12 (185-186) Section 4: T4-16 (231-132); T4-20 (239-240) Section 6: T6-13 (432-433)
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). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-28 (51-53) Section 5: T5-14 (350-351); T5-15 (351-352); T5-22 (367-368); T5-31 387-388); T5-32 (389-390); T5-33 (391-392); T5-36 (396-397)
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-25 (46-47); T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572); T8-15 (573-574)
Cluster 3: Integration of Knowledge and Ideas	
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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-24 (45-46); T1-25 (46-47) Section 4: T4-17 (233-234); T4-18 (235-236) Section 5: T5-13 (348-49); T5-14 (350-351); T5-15 (351-352); T5-22 (367-368)
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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)
Cluster 4: Range of Reading and Level of Text Complexity	
LAFS.910.RI.4.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414); T6-8 (424-425)
Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
LAFS.910.W.1.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning	

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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.	Section 5: T5-1 (321-322); T5-8 338-339); T5-11 (543-545); T5-17 (355-356)
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.	Section 5: T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356)
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.	Section 5: T5-6 (332-333); T5-7 (334-336)
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.	Section 5: T5-6 (321-332); T5-24 (370-372); T5-27 (377-378); T5-29 (381-382)
e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: T5-22 (367-368); T5-23 (369-370); T5-24 (370-371)
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. <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning	
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.	Section 4: T4-8 (212-213); T4-9 (214-215); T4-10 (216-217)
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.	Section 4: T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-17 (233-234); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240); T4-21 (241-242)
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.	Section 4: T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254)
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Section 4: T4-20 (239-240); T4-26 (275-276)
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.	Section 4: T4-35 (273-274)
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).	Section 4: T4-27 (256-257); T4-28 (257-258); T4-29 (259-260)

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<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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</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.	Section 6: T6-12 (431-432); T6-14 (434-435, T6-15 (436-437); T6-24 (453-454); T6-25 (455-457)
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Section 6: T6-9 (426-427); T6-10 (4727-428); T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-20 (446-447);
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Section 6: T6-18 (442-443); T6-24 (453-454); T6-25 (455-457)
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Section 6: T6-16 (439-440); T6-19 (444-445); T6-21 (448-449); T6-30 (466)
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Section 6: T6-26 (458); T6-27 (459-460)
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.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-19 (35-36); T1-20 (37-38); T1-31 (59-62) Section 2: T2-2 (70-71); T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-79); T2-7 (79-81); T2-8 (82-83); T2-9 (84-85); T2-16 (98-99); T2-17 (100-102); T2-19 (106-107); T2-20 (108-109); T2-21 (109-110); T2-22 (111-112); T2-25 (116-117); T2-35 (137-138); T2-36 (138-141); T2-41 (151-154) Section 4: T4-10 (216-217); T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-17 (233-234); T4-20 (239-240); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-33 (269-270); T4-34 (271-272); T4-35 (273-274); T4-40 (284-285); T4-41 (286-287); T4-42 (288-289); T4-43 (289-290); T4-44 (291-292); T4-45 (293-294); T4-46 (295-296); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303) Section 5: T5-22 (367-368); T5-25 (373-374); T5-26 (375-376); T5-27 (377-378); T5-31 (387-388); T5-32 (389-390); T5-33 (391-392); T5-34 (392-393); T5-35 (394-395); T5-36 (396-397); T5-37 (398-399); T5-38 (400-401); T5-39 (403-406) Section 6: T6-3 (416-417); T6-5 (419-420); T6-6 (421-422); T6-7 (423-424); T6-21 (448-449); T6-22 (450-451); T6-23 (452); T6-28 (461-463); T6-29 (464-465); T6-32 (471-472); T6-33 (473-474); T6-34 (475-476); T6-35 (477-478); T6-36 (479-480); T6-37 (482-483); T6-40 (489-492); T6-41 (493-496) Section 7: T7-1 (501-502); T7-2 (503-505); T7-3 (506-507); T7-5 (510-511); T7-16 (533-534); T7-18 (540-542) Section 9: T9-1 (592-593); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-7 (603-604); T9-9 (610-614); T9-10 (615-616); T9-11 (617-618)</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 up to and including grades 9–10 on page 54.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 2: T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-78); T2-7 (79-81); T2-12 (90-91); T2-13 (93-94); T2-14 (95-96); T2-15 (97-98); T2-18 (103-104); T2-19 (106-107); T2-20 (108-109); T2-21 (109-110); T2-22 (111-112); T2-22 (113); T2-24 (114-115); T2-25 (116-117); T2-26 (118-119); T2-31 (129-130); T2-35 (137-138); T2-40 (147-149)</p> <p>Section 4: T4-4 (201-202); T4-5 (203-205); T4-6 (206-207); T4-7 (208-210); T4-9 (214-215); T4-11 (218-221); T4-12 (222-223); T4-13 (224-226); T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240); T4-21 (241-243); T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-33 (269-270); T4-34 (271-272); T4-35 (273-274); T4-36 (275-276); T4-37 (277-278); T4-38 (279-280); T4-39 (280-282)</p> <p>Section 5: T5-5 (330-331); T5-6 (332-333); T5-7 (334-336); T5-8 (338-339); T5-9 (340-341); T5-10 (341-342); T5-11 (343-345); T5-12 (347-348); T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356); T5-18 (358-359); T5-20 (361-363); T5-21 (364-366); T5-22 (367-368); T5-23 (369-370); T5-25 (373-374); T5-26 (375-376); T5-27 (377-378); T5-28 (379-380); T5-29 (381-382); T5-30 (383-385)</p> <p>Section 6: T6-4 (418-419); T6-5 (419-420); T6-6 (421-422); T6-7 (423-424); T6-8 (424-425); T6-9 (426-427); T6-10 (427-428); T6-12 (431-432); T6-13 (432-433); T6-14 (434-435); T6-15 (436-437); T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-19 (444-445); T6-20 (446-447); T6-21 (448-449); T6-22 (450-451); T6-23 (452); T6-24 (453-454); T6-25 (455-456); T6-26 (458); T6-27 (459-460); T6-28 (461-463); T6-29 (464-465); T6-30 (466); T6-31 (467-469); T6-33 (473-474); T6-34 (475-476); T6-36 (479-480)</p> <p>Section 7: T7-3 (506-507); T7-4 (508-509); T7-5 (510-511); T7-12 (524-525); T7-16 (533-534); T7-17 (535-538)</p> <p>Section 9: T9-5 (599-601); T9-6 (602-603); T9-7 (603-604); T9-8 (605-609); T9-12 (618-620)</p>
<p>LAFS.910.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 2: T2-8 (82-83); T2-9 (84-85); T2-10 (86-87)</p> <p>Section 6: T6-35 (477-478)</p> <p>Section 7: T7-3 (506-507); T7-16 (533-534); T7-17 (535-538)</p> <p>Section 9: T9-11 (617-618)</p>
Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.910.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning</p>	<p>Section 7: T7-1 (501-502); T7-2 (503-505); T7-3 (506-507); T7-4 (508-509); T7-5 (510-511); T7-10 (519-521); T7-11 (522-523); T7-14 (529-530); T7-17 (535-537); T7-18 (540-542)</p>

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<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. <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning</p>	<p>Section 2: T2-36 (138-141) Section 4: T4-17 (233-236); T4-21 (241-242); T4-32 (266-267) Section 5: T5-16 (353-354) Section 7: T7-3 (506-507); T7-4 (508-510); T7-6 (512-513); T7-7 (514-515); T7-8 (516-517); T7-9 (517-518); T7-10 (519-521); T7-11 (522-525); T7-13 (527-528); T7-14 (529-530); T7-15 (531-532); T7-16 (533-534); T7-18 (540-542) Section 8: T8-6 (556-557)</p>
<p>LAFS.910.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	
<p>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]”).</p>	<p>Section 1: T1-1 (6-7); T1-2 (7-8); T1-5 (11-12); T1-6 (13-14); T1-15 (28-29); T1-16 (29-30); T1-19(35-36); T1-20 (37-38); T1-21 (38-39); T1-22 (41-42); T1-23 (43-44); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56) Section 4: T4-21 (241-242) Section 5: T5-16 (353-354); T5-35 (394-395) Section 9: T9-1 (592-593)</p>
<p>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>Section 1: T1-1 (6-7); T1-2 (7-8); T1-5 (11-12); T1-6 (13-14); (19); T1-7 (20-21); T1-13 (25-26); T1-14 (26-27); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-29 (54-56) Section 4: T4-21 (241-242) Section 5: T5-16 (353-354); T5-35 (394-395) Section 7: T7-13 (527-528) Section 9: T9-1 (592-593)</p>
<p>Cluster 4: Range of Writing</p>	
<p>LAFS.910.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 2: T2-41 (151-154) Section 4: T4-52 (310-314) Section 5: T5-36 (396-397); T5-39 (403-406) Section 6: T6-35 (477-478); T6-38 (483-485); T6-39 (486-487); T6-40 (489-492); T6-41 (493-496) Section 7: T7-3 (506-507); T7-18 (540-541) Section 9: T9-1 (592-593); T9-2 (594-595); T9-3 (596); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-7 (603-604)</p>
<p>Strand: STANDARDS FOR SPEAKING AND LISTENING</p>	
<p>Cluster 1: Comprehension and Collaboration</p>	
<p>LAFS.910.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</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>Section 1: T1-3 (9-10); T1-4 (10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-10 (19-20); T1-11 (20-21); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59) Section 2: T2-1 (68-69); T2-2 (70-71); T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-78); T2-8 (82-83); T2-12 (90-91); T2-13 (93-94); T2-14 (95-96); T2-15 (97-98); T2-16 (98-99); T2-17 (100-102); T2-19 (106-107); T2-20 (108-</p>

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Grades 9-10 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
	<p>109); T2-21 (109-110); T2-22 (111-112); T2-23 (113-114); T2-24 (114-115); T2-25 (116-117); T2-26 (118-119); T2-27 (121-122); T2-28 (123-124); T2-29 (125-126); T2-30 (127-128); T2-31 (129-130); T2-33 (133-134); T2-34 (135-136); T2-35 (137-138); T2-37 (142-143); T2-38 (144-145); T2-39 (146-147); T2-40 (147-149)</p> <p>Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-4 (166-167); T3-6 (170-171); T3-7 (172-175); T3-8 (176-177); T3-9 (178-179); T3-10 (180-181); T3-11 (182-183); T3-12 (185-186)</p> <p>Section 4: T4-3 (199-200); T4-4 (201-202); T4-5 (203-205); T4-6 (206-207); T4-7 (208-210); T4-8 (212-213); T4-9 (214-215); T4-10 (216-217); T4-11 (218-221); T4-12 (222-223); T4-13 (224-226); T4-14 (228-229); T4-16 (231-132); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240); T4-22 (244-245); T4-24 (248-249); T4-26 (252-254); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-30 (262-263); T4-31 (264-265); T4-32 (266-267); T4-35 (273-274); T4-37 (277-278); T4-38 (279-280); T4-39 (280-282); T4-46 (295-296); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303); T4-50 (304-305)</p> <p>Section 5: T5-2 (323-325); T5-4 (328-329); T5-7 (334-336); T5-8 (338-339); T5-9 (340-341); T5-10 (341-342); T5-11 (343-345); T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356); T5-20 (361-363); T5-21 (364-366); T5-23 (369-370); T5-24 (370-371); T5-27 (377-378); T5-29 (381-382); T5-30 (383-385); T5-34 (392-393); T5-34 (392-393); T5-36 (396-397); T5-37 (398-399); T5-38 (400-401)</p> <p>Section 6: T6-1 (413-414); T6-3 (416-417); T6-8 (424-425); T6-10 (427-428); T6-13 (432-433); T6-14 (434-435); 436-438 T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-19 (444-445); T6-20 (446-447); T6-21 (448-449); T6-22 (450-451); T6-24 (453-454); T6-26 (458); T6-27 (459-460); T6-31 (467-469); T6-38 (483-485); T6-39 (486-487)</p> <p>Section 7: T7-1 (501-502); T7-2 (503-505); T7-4 (508-509); T7-5 (510-511); T7-6 (512-513); T7-8 (516); T7-12 (524-525); T7-14 (529-530); T7-15 (531-532)</p> <p>Section 8: T8-13 (570-571)</p> <p>Section 9: T9-2 (594-595); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-8 (605-609); T9-9 (610-614); T9-10 (615-616)</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>Section 2: T2-7 (79-81)</p> <p>Section 8: T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-21 (585-586)</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>Section 1: T2-7 (79-81); T2-11 (88-89)</p> <p>Section 4: T4-34 (271-272)</p> <p>Section 5: T5-26 (375-376)</p> <p>Section 6: T6-29 (464-465)</p> <p>Section 7: T7-9 (517-518)</p> <p>Section 8: T8-12 (568-569); T8-15 (573-574); T8-16 (575-576); T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-21 (585-586)</p>

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Grades 9-10 LAFS	Strategy (and Page Number) in <i>Step Up to Writing®</i> Where Standard is Addressed
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.	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550); T8-6 (556-557); T8-8 (560-561); T8-10 (564-565); T8-11 (566-567); T8-15 (573-574); T8-20 (584-585)
LAFS.910.SL.1.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 5: T5-12 (347-348) Section 7: T7-6 (512-513); T7-7-7 (514-515); T7-8 (516); T7-9 (517-518) Section 8: T8-14 (572); T8-16 (575-576)
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T2-7 (79-81); T2-11 (88-89) Section 4: T4-5 (203-205); T4-17 (233-234) Section 5: T5-1 (321-322); T5-6 (332-333) Section 8: T8-15 (573-574); T8-16 (575-576); T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-20 (584-585); T8-21 (585-586)
Cluster 2: Presentation of Knowledge and Ideas	
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 8: T8-1 (548-549); T8-2 (549-550); T8-3 (551-552); T8-4 (553-554); T8-6 (556-557); T8-7 (559); T8-8 (560-561); T8-9 (562-563); T8-10 (564-565); T8-11 (566-567); T8-13 (570-571); T8-14 (572); T8-20 (584-585)
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. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550); T8-6 (556-557); T8-8 (560-561); T8-10 (564-565); T8-11 (566-567); T8-15 (573-574); T8-20 (584-585)
LAFS.910.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 2: T2-11 (88-89) Section 8: S8-1 (548); T8-2 (549-550); T8-4 (553-554); T8-7 (559); T8-8 (560-561); T8-9 (562-563); T8-10 (564-565); T8-11 (566-567); T8-12 (568-569); T8-14 (572)
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
LAFS.910.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
a. Use parallel structure.	Section 2: T2-34 (135-136)
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.	Section 2: T2-29 (125-126); T2-30 (127-128)
LAFS.910.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	

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a. Use a semicolon, with or without a conjunctive adverb, to link two or more closely related independent clauses.	Section 2: T2-38 (144-145)
b. Use a colon to introduce a list or quotation.	Section 2: T2-36 (138-141) , T2-38 (144-145)
c. Spell correctly.	Section 2: T2-40 (147-149) Section 4: T4-39 (280-282) Section 5: T5-30 (383-385) Section 6: T6-31 (467-460)
Cluster 2: Knowledge of Language	
LAFS.910.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Section 2: T2-34 (135-136); T2-36 (138-141); T2-37 (142-143); T2-38 (144-145); T2-39 (146-147) Section 4: T4-21 (241-242); T4-39 (280-282) Section 5: T5-16 (353-355); 5-30 (383-385) Section 6: T6-31 (467-460)
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 7: T7-13 (527-528); T7-16 (533-534)
Cluster 3: Vocabulary Acquisition and Use	
LAFS.910.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	
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.	Section 1: 31, T1-23 (43-44); T1-24 (45-46); T1-25 (46-47) Section 3: T3-7 (172-175); T3-10 (180-181); T3-12 (185-186) Section 4: T4-16 (231-132); T4-20 (239-240) Section 6: T6-13 (432-433)
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).	Section 3: T3-8 (176-177); T3-9 (178-179); T3-12 (185-186)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses); both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	Section 2: T2-11 (88-89) Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-4 (166-167); T3-5 (168-169); T3-6 (170-171)
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).	Section 3: T3-1 (159-160); T3-5 (168-169); T3-6 (170-171); T3-7 (172-175); T3-9 (178-179)
LAFS.910.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	Section 3: T3-10 (180-181); T3-12 (185-186) Section 6: T6-19 (444-445); T6-38 (483-485)

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b. Analyze nuances in the meaning of words with similar denotations.	Section 3: T3-2 (161-163); T3-11 (182-183); T3-12 (185-186) Section 6: T6-13 (432-433)
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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-20 (37-38); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-31 (59-62) Section 2: T2-1 (68-69); T2-14 (95-96); T2-27 (121-122); T2-28 (123-124); T2-29 (125-126); T2-30 (127-128); T2-31 (129-130); T2-32 (131-132); T2-33 (133-134); T2-34 (135-136); T2-35 (137-138); T2-36 (138-141); T2-39 (146-147); T2-41 (151-154) Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-5 (168-169); T3-6 (170-171); T3-8 (176-177); T3-9 (178-179); T3-10 (180-181); T3-11 (182-183); T3-12 (185-186) Section 4: T4-9 (214-215); T4-16 (231-232); T4-20 (239-240); T4-26 (252-254); T4-35 (273-274); T4-36 (275-276); T4-38 (279-280); T4-40 (284-285); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303); T4-50 (304-305); T4-51 (306-308); T4-52 (310-314) Section 5: T5-1 (321-322); T5-9 (340-341); T5-12 (347-348); T5-27 (377-378); T5-28 (379-380); T5-36 (396-397); T5-38 (400-401); T5-39 (403-406) Section 6: T6-3 (416-417); T6-8 (424-425); T6-12 (431-432); T6-13 (432-433); T6-17 (440-441); T6-19 (444-445); T6-21 (448-449); T6-24 (453-454); T6-25 (455-457); T6-33 (473-474); T6-38 (483-485); T6-39 (486-487); T6-40 (489-492); T6-41 (493-496) Section 7: T7-6 (512-513); T7-7 (514-515); T7-11 (522-523); T7-14 (529-530); T7-15 (531-534) Section 8: T8-9 (562-563); T8-11 (566-567); T8-14 (572); T8-18 (579-580)

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Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
LAFS.1112.RL.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414); T6-8 (424-425)
LAFS.1112.RL.1.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-1 (6-7); T1-3 (9-10); T1-6 (13-14); T1-9 (17-18); T1-21 (38-39); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56) Section 5: T5-35 (394-395) Section 6: T6-32 (471-472); T6-33 (473-474); T6-39 (486-487)
LAFS.1112.RL.1.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the	Section 1: T1-1 (6-7); T1-15 (28-29); T1-20 (37-38); T1-26 (48-49) Section 6: T6-19 (444-445)

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<p>action is ordered, how the characters are introduced and developed).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	
Cluster 2: Craft and Structure	
<p>LAFS.1112.RL.2.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-23 (43-44); T1-26 (48-49); T1-27 (49-50) Section 3: T3-10 (180-181); T3-12 (185-186) Section 5: T5-35 (394-395) Section 6: T6-13 (432-433); T6-21 (448-449)</p>
<p>LAFS.1112.RL.2.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-27 (49-50); T1-28 (51-53); T1-29 (54-56) Section 6: T6-8 (424-425); T6-17 (440-441); T6-20 (446-447); T6-25 (455-457)</p>
<p>LAFS.1112.RL.2.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-25 (46-47); T1-26 (48-49); T1-29 (54-56) Section 5: T5-15 (351-352) Section 8: T8-14 (572); T8-15 (573-574)</p>
Cluster 3: Integration of Knowledge and Ideas	
<p>LAFS.1112.RL.3.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<i>This is beyond the scope of the program.</i>
<p>LAFS.1112.RL.3.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)</p>
Cluster 4: Range of Reading and Level of Text Complexity	
<p>LAFS.1112.RL.4.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.</p>	<p>Section 1: T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414); T6-8 (424-425)</p>

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Grades 11-12 LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
<i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	
Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
<p>LAFS.1112.RI.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-1 (6-7); T1-2 (7-8); 10, T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59)</p> <p>Section 4: T4-18 (235-236)</p> <p>Section 5: T5-12 (347-348)</p> <p>Section 6: T6-1 (413-414)</p>
<p>LAFS.1112.RI.1.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-1 (6-7); T1-6 (13-14); T1-9 (17-18); T1-10 (19-20); T1-11 (20-21); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-24 (45-46); T1-25 (46-47); T1-25 (46-47); T1-28 (51-53); T1-31 (59-62)</p> <p>Section 4: T4-5 (203-205)</p> <p>Section 5: T5-6 (332-333)</p> <p>Section 7: T7-2 (503-505); T7-14 (529-530); T7-15 (531-532)</p>
<p>LAFS.1112.RI.1.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-1 (6-7); T1-6 (13-14); T1-7 (14-15); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59); T1-31 (59-62)</p> <p>Section 4: 4-1 (194-195); T4-2 (196-198); T4-6 (206-207); T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254); T4-29 (259-260); T4-30 (262-263); T4-45 (293-295); T4-48 (299-301)</p> <p>Section 5: T5-2 (323-324); T5-3 (326-327); T5-7 (334-336)</p> <p>Section 6: T6-2 (415-416); T6-24 (453-454); T6-25 (455-457); T6-37 (482-483)</p> <p>Section 7: T7-2 (503-505); T7-14 (529-530); T7-15 (531-532)</p>
Cluster 2: Craft and Structure	
<p>LAFS.1112.RI.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-17 (31-32); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47)</p> <p>Section 3: T3-7 (172-175); T3-10 (180-181); T3-12 (185-186)</p> <p>Section 4: T4-16 (231-132); T4-20 (239-240)</p> <p>Section 6: T6-13 (432-433)</p>
<p>LAFS.1112.RI.2.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-28 (51-53)</p> <p>Section 5: T5-14 (350-351); T5-15 (351-352); T5-22 (367-368); T5-31 (387-388); T5-32 (389-390); T5-33 (391-392); T5-36 (396-397)</p>
<p>LAFS.1112.RI.2.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Section 1: T1-25 (46-47); T1-29 (54-56)</p> <p>Section 5: T5-15 (351-352)</p> <p>Section 8: T8-14 (572); T8-15 (573-574)</p>

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Grades 11-12 LAFS	Strategy (and Page Number) in <i>Step Up to Writing[®]</i> Where Standard is Addressed
<i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
Cluster 3: Integration of Knowledge and Ideas	
LAFS.1112.RI.3.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	<i>This is beyond the scope of the program.</i>
LAFS.1112.RI.3.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 1: T1-24 (45-46); T1-25 (46-47) Section 4: T4-17 (233-234); T4-18 (235-236) Section 5: T5-13 (348-49); T5-14 (350-351); T5-15 (351-352); T5-22 (367-368)
LAFS.1112.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. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-29 (54-56) Section 8: T8-14 (572-574)
Cluster 4: Range of Reading and Level of Text Complexity	
LAFS.1112.RI.4.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-1 (6-7); T1-2 (7-8); T1-3 (9-10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-12 (22-23); T1-15 (28-29); T1-16 (29-30); T1-20 (37-38); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56); T1-30 (58-59) Section 5: T5-35 (394-395) Section 6: T6-1 (413-414); T6-8 (424-425)
Strand: WRITING STANDARDS	
Text Types and Purposes	
LAFS.1112.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. <i>Cognitive Complexity:</i> Level 4: Extended Thinking and Complex Reasoning	
a. Introduce claim(s); acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	Section 5: T5-1 (321-322); T5-8 338-339); T5-11 (543-545); T5-17 (355-356)
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	Section 5: T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356)
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s); counterclaims, reasons, and evidence.	Section 5: T5-6 (332-333); T5-7 (334-336)
d. Establish and maintain a formal style.	Section 5: T5-6 (321-332); T5-24 (370-372); T5-27 (377-378); T5-29 (381-382)

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e. Provide a concluding statement or section that follows from and supports the argument presented.	Section 5: T5-22 (367-368); T5-23 (369-370); T5-24 (370-371)
LAFS.1112.W.1.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings); graphics (e.g., figures, tables); and multimedia when useful to aiding comprehension.	Section 4: T4-8 (212-213); T4-9 (214-215); T4-10 (216-217)
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Section 4: T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-17 (233-234); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240); T4-21 (241-242)
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Section 4: T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254)
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Section 4: T4-20 (239-240); T4-26 (275-276)
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.	Section 4: T4-35 (273-274)
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).	Section 4: T4-27 (256-257); T4-28 (257-258); T4-29 (259-260)
LAFS.1112.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	Section 6: T6-12 (431-432); T6-14 (434-435, T6-15 (436-437); T6-24 (453-454); T6-25 (455-457)
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	Section 6: T6-9 (426-427); T6-10 (427-428); T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-20 (446-447);
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	Section 6: T6-18 (442-443); T6-24 (453-454); T6-25 (455-457)
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture	Section 6: T6-16 (439-440); T6-19 (444-445); T6-21 (448-449); T6-30 (466)

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of the experiences, events, setting, and/or characters.	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Section 6: T6-26 (458); T6-27 (459-460)
Cluster 2: Production and Distribution of Writing	
<p>LAFS.1112.W.2.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 1: T1-19 (35-36); T1-20 (37-38); T1-31 (59-62) Section 2: T2-2 (70-71); T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-79); T2-7 (79-81); T2-8 (82-83); T2-9 (84-85); T2-16 (98-99); T2-17 (100-102); T2-19 (106-107); T2-20 (108-109); T2-21 (109-110); T2-22 (111-112); T2-25 (116-117); T2-35 (137-138); T2-36 (138-141); T2-41 (151-154) Section 4: T4-10 (216-217); T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-17 (233-234); T4-20 (239-240); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-33 (269-270); T4-34 (271-272); T4-35 (273-274); T4-40 (284-285); T4-41 (286-287); T4-42 (288-289); T4-43 (289-290); T4-44 (291-292); T4-45 (293-294); T4-46 (295-296); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303) Section 5: T5-22 (367-368); T5-25 (373-374); T5-26 (375-376); T5-27 (377-378); T5-31 (387-388); T5-32 (389-390); T5-33 (391-392); T5-34 (392-393); T5-35 (394-395); T5-36 (396-397); T5-37 (398-399); T5-38 (400-401); T5-39 (403-406) Section 6: T6-3 (416-417); T6-5 (419-420); T6-6 (421-422); T6-7 (423-424); T6-21 (448-449); T6-22 (450-451); T6-23 (452); T6-28 (461-463); T6-29 (464-465); T6-32 (471-472); T6-33 (473-474); T6-34 (475-476); T6-35 (477-478); T6-36 (479-480); T6-37 (482-483); T6-40 (489-492); T6-41 (493-496) Section 7: T7-1 (501-502); T7-2 (503-505); T7-3 (506-507); T7-5 (510-511); T7-16 (533-534); T7-18 (540-542) Section 9: T9-1 (592-593); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-7 (603-604); T9-9 (610-614); T9-10 (615-616); T9-11 (617-618)</p>
<p>LAFS.1112.W.2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 2: T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-78); T2-7 (79-81); T2-12 (90-91); T2-13 (93-94); T2-14 (95-96); T2-15 (97-98); T2-18 (103-104); T2-19 (106-107); T2-20 (108-109); T2-21 (109-110); T2-22 (111-112); T2-22 (113); T2-24 (114-115); T2-25 (116-117); T2-26 (118-119); T2-31 (129-130); T2-35 (137-138); T2-40 (147-149) Section 4: T4-4 (201-202); T4-5 (203-205); T4-6 (206-207); T4-7 (208-210); T4-9 (214-215); T4-11 (218-221); T4-12 (222-223); T4-13 (224-226); T4-14 (228-229); T4-15 (229-230); T4-16 (231-232); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240); T4-21 (241-243); T4-22 (244-245); T4-23 (246-247); T4-24 (248-249); T4-25 (250-251); T4-26 (252-254); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-33 (269-270); T4-34 (271-272); T4-35 (273-274); T4-36 (275-276); T4-37 (277-278); T4-38 (279-280); T4-39 (280-282) Section 5: T5-5 (330-331); T5-6 (332-333); T5-7 (334-336); T5-8 (338-339); T5-9 (340-341); T5-10 (341-342);</p>

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	<p>T5-11 (343-345); T5-12 (347-348); T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356); T5-18 (358-359); T5-20 (361-363); T5-21 (364-366); T5-22 (367-368); T5-23 (369-370); T5-25 (373-374); T5-26 (375-376); T5-27 (377-378); T5-28 (379-380); T5-29 (381-382); T5-30 (383-385)</p> <p>Section 6: T6-4 (418-419); T6-5 (419-420); T6-6 (421-422); T6-7 (423-424); T6-8 (424-425); T6-9 (426-427); T6-10 (427-428); T6-12 (431-432); T6-13 (432-433); T6-14 (434-435); T6-15 (436-437); T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-19 (444-445); T6-20 (446-447); T6-21 (448-449); T6-22 (450-451); T6-23 (452); T6-24 (453-454); T6-25 (455-456); T6-26 (458); T6-27 (459-460); T6-28 (461-463); T6-29 (464-465); T6-30 (466); T6-31 (467-469); T6-33 (473-474); T6-34 (475-476); T6-36 (479-480)</p> <p>Section 7: T7-3 (506-507); T7-4 (508-509); T7-5 (510-511); T7-12 (524-525); T7-16 (533-534); T7-17 (535-538)</p> <p>Section 9: T9-5 (599-601); T9-6 (602-603); T9-7 (603-604); T9-8 (605-609); T9-12 (618-620)</p>
<p>LAFS.9110.W.2.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p>Section 2: T2-8 (82-83); T2-9 (84-85); T2-10 (86-87)</p> <p>Section 6: T6-35 (477-478)</p> <p>Section 7: T7-3 (506-507); T7-16 (533-534); T7-17 (535-538)</p> <p>Section 9: T9-11 (617-618)</p>
Cluster 3: Research to Build and Present Knowledge	
<p>LAFS.1112.W.3.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p>Section 7: T7-1 (501-502); T7-2 (503-505); T7-3 (506-507); T7-4 (508-509); T7-5 (510-511); T7-10 (519-521); T7-11 (522-523); T7-14 (529-530); T7-17 (535-537); T7-18 (540-542)</p>
<p>LAFS.1112.W.3.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts</p>	<p>Section 2: T2-36 (138-141)</p> <p>Section 4: T4-17 (233-236); T4-21 (241-242); T4-32 (266-267)</p> <p>Section 5: T5-16 (353-354)</p> <p>Section 7: T7-3 (506-507); T7-4 (508-510); T7-6 (512-513); T7-7 (514-515); T7-8 (516-517); T7-9 (517-518); T7-10 (519-521); T7-11 (522-525); T7-13 (527-528); T7-14 (529-530); T7-15 (531-532); T7-16 (533-534); T7-18 (540-542)</p> <p>Section 8: T8-6 (556-557)</p>
<p>LAFS.1112.W.3.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	
<p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts</p>	<p>Section 1: T1-1 (6-7); T1-2 (7-8); T1-5 (11-12); T1-6 (13-14); T1-15 (28-29); T1-16 (29-30); T1-19 (35-36); T1-20 (37-38); T1-21 (38-39); T1-22 (41-42); T1-23 (43-44); T1-26 (48-49); T1-27 (49-50); T1-29 (54-56)</p> <p>Section 4: T4-21 (241-242)</p>

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from the same period treat similar themes or topics”).	Section 5: T5-16 (353-354); T5-35 (394-395) Section 9: T9-1 (592-593)
b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	Section 1: T1-1 (6-7); T1-2 (7-8); T1-5 (11-12); T1-6 (13-14); (19); T1-7 (20-21); T1-13 (25-26); T1-14 (26-27); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-22 (41-42); T1-23 (43-44); T1-24 (45-46); T1-25 (46-47); T1-29 (54-56) Section 4: T4-21 (241-242) Section 5: T5-16 (353-354); T5-35 (394-395) Section 7: T7-13 (527-528) Section 9: T9-1 (592-593)
Cluster 4: Range of Writing	
LAFS.1112.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 2: T2-41 (151-154) Section 4: T4-52 (310-314) Section 5: T5-36 (396-397); T5-39 (403-406) Section 6: T6-35 (477-478); T6-38 (483-485); T6-39 (486-487); T6-40 (489-492); T6-41 (493-496) Section 7: T7-3 (506-507); T7-18 (540-541) Section 9: T9-1 (592-593); T9-2 (594-595); T9-3 (596); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-7 (603-604)
Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
LAFS.1112.SL.1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
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.	Section 1: T1-3 (9-10); T1-4 (10); T1-5 (11-12); T1-6 (13-14); T1-8 (15-16); T1-10 (19-20); T1-11 (20-21); T1-12 (22-23); T1-13 (25-26); T1-14 (26-27); T1-15 (28-29); T1-16 (29-30); T1-17 (31-32); T1-18 (32-34); T1-19 (35-36); T1-21 (38-39); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-28 (51-53); T1-29 (54-56); T1-30 (58-59) Section 2: T2-1 (68-69); T2-2 (70-71); T2-3 (72-73); T2-4 (73-74); T2-5 (75-76); T2-6 (77-78); T2-8 (82-83); T2-12 (90-91); T2-13 (93-94); T2-14 (95-96); T2-15 (97-98); T2-16 (98-99); T2-17 (100-102); T2-19 (106-107); T2-20 (108-109); T2-21 (109-110); T2-22 (111-112); T2-23 (113-114); T2-24 (114-115); T2-25 (116-117); T2-26 (118-119); T2-27 (121-122); T2-28 (123-124); T2-29 (125-126); T2-30 (127-128); T2-31 (129-130); T2-33 (133-134); T2-34 (135-136); T2-35 (137-138); T2-37 (142-143); T2-38 (144-145); T2-39 (146-147); T2-40 (147-149) Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-4 (166-167); T3-6 (170-171); T3-7 (172-175); T3-8 (176-177); T3-9 (178-179); T3-10 (180-181); T3-11 (182-183); T3-12 (185-186) Section 4: T4-3 (199-200); T4-4 (201-202); T4-5 (203-205); T4-6 (206-207); T4-7 (208-210); T4-8 (212-213); T4-9 (214-215); T4-10 (216-217); T4-11 (218-221); T4-12 (222-223); T4-13 (224-226); T4-14 (228-229); T4-16 (231-132); T4-18 (235-236); T4-19 (237-238); T4-20 (239-240)-243, T4-22 (244-245); T4-24 (248-249); T4-26 (252-254); T4-27 (256-257); T4-28 (257-258); T4-29 (259-260); T4-30 (262-263); T4-31 (264-265); T4-32 (266-267); T4-35 (273-

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	<p>274); T4-37 (277-278); T4-38 (279-280); T4-39 (280-282); T4-46 (295-296); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303); T4-50 (304-305)</p> <p>Section 5: T5-2 (323-325); T5-4 (328-329); T5-7 (334-336); T5-8 (338-339); T5-9 (340-341); T5-10 (341-342); T5-11 (343-345); T5-13 (348-349); T5-14 (350-351); T5-15 (351-352); T5-16 (353-354); T5-17 (355-356); T5-20 (361-363); T5-21 (364-366); T5-23 (369-370); T5-24 (370-371); T5-27 (377-378); T5-29 (381-382); T5-30 (383-385); T5-34 (392-393); T5-34 (392-393); T5-36 (396-397); T5-37 (398-399); T5-38 (400-401)</p> <p>Section 6: T6-1 (413-414); T6-3 (416-417); T6-8 (424-425); T6-10 (427-428); T6-13 (432-433); T6-14 (434-435); 436-438 T6-16 (439-440); T6-17 (440-441); T6-18 (442-443); T6-19 (444-445); T6-20 (446-447); T6-21 (448-449); T6-22 (450-451); T6-24 (453-454); T6-26 (458); T6-27 (459-460); T6-31 (467-469); T6-38 (483-485); T6-39 (486-487)</p> <p>Section 7: T7-1 (501-502); T7-2 (503-505); T7-4 (508-509); T7-5 (510-511); T7-6 (512-513); T7-8 (516); T7-12 (524-525); T7-14 (529-530); T7-15 (531-532)</p> <p>Section 8: T8-13 (570-571); T8-14 (572-573)</p> <p>Section 9: T9-2 (594-595); T9-4 (597-598); T9-5 (599-601); T9-6 (602-603); T9-8 (605-609); T9-9 (610-614); T9-10 (615-616)</p>
b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	<p>Section 2: T2-7 (79-81)</p> <p>Section 8: T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-21 (585-586)</p>
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	<p>Section 1: T2-7 (79-81); T2-11 (88-89)</p> <p>Section 4: T4-34 (271-272)</p> <p>Section 5: T5-26 (375-376)</p> <p>Section 6: T6-29 (464-465)</p> <p>Section 7: T7-9 (517-518)</p> <p>Section 8: T8-12 (568-569); T8-15 (573-574); T8-16 (575-576); T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-21 (585-586)</p>
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<p>Section 4: T4-32 (266-267)</p> <p>Section 8: T8-2 (549-550); T8-29 (54-56) 5, T8-6 (556-557); T8-8 (560-561); T8-10 (564-565); T8-11 (566-567); T8-15 (573-574); T8-20 (584-585)</p>
<p>LAFS.1112.SL.1.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning</p>	<p>Section 5: T5-12 (347-348)</p> <p>Section 7: T7-6 (512-513); T7-7-7 (514-515); T7-8 (516); T7-9 (517-518)</p> <p>Section 8: T8-14 (572); T8-16 (575-576)</p>
<p>LAFS.1112.SL.1.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing</p>	<p>Section 1: T2-7 (79-81); T2-11 (88-89)</p> <p>Section 4: T4-5 (203-205); T4-17 (233-234)</p> <p>Section 5: T5-1 (321-322); T5-6 (332-333)</p>

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the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 8: T8-15 (573-574); T8-16 (575-576); T8-17 (577-578); T8-18 (579-580); T8-19 (581-582); T8-20 (584-585); T8-21 (585-586)
Cluster 2: Presentation of Knowledge and Ideas	
LAFS.1112.SL.2.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 8: T8-1 (548-549); T8-2 (549-550); T8-3 (551-552); T8-4 (553-554); T8-6 (556-557); T8-7 (559); T8-8 (560-561); T8-9 (562-563); T8-10 (564-565); T8-11 (566-567); T8-13 (570-571); T8-14 (572); T8-20 (584-585)
LAFS.1112.SL.2.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	Section 4: T4-32 (266-267) Section 8: T8-2 (549-550); 5T1-29 (54-56) 5, T8-6 (556-557); T8-8 (560-561); T8-10 (564-565); T8-11 (566-567); T8-15 (573-574); T8-20 (584-585)
LAFS.1112.SL.2.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.) <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 2: T2-11 (88-89) Section 8: S8-1 (548); T8-2 (549-550); T8-4 (553-554); 5T1-29 (54-56) 5T8-7 (559); T8-8 (560-561); T8-9 (562-563); T8-10 (564-565); T8-11 (566-567); T8-12 (568-569); T8-14 (572)
Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
LAFS.1112.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Section 2: T2-11 (88-89); T2-37 (142-143)
b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.	Section 2: T2-11 (88-89)
LAFS.1112.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	
a. Observe hyphenation conventions.	
b. Spell correctly.	Section 2: T2-40 (147-149) Section 4: T4-39 (280-282) Section 5: T5-30 (383-385) Section 6: T6-31 (467-460)
Cluster 2: Knowledge of Language	
LAFS.1112.L.2.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Section 2: T2-34 (135-136); T2-36 (138-141); T2-37 (142-143); T2-38 (144-145); T2-39 (146-147) Section 4: T4-21 (241-242); T4-39 (280-282) Section 5: T5-16 (353-355); 5-30 (383-385)
a. Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) for guidance as	Section 6: T6-31 (467-460) Section 7: T7-13 (527-528); T7-16 (533-534)

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needed; apply an understanding of syntax to the study of complex texts when reading. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
Cluster 3: Vocabulary Acquisition and Use	
LAFS.1112.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	
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.	Section 1: 31, T1-23 (43-44); T1-24 (45-46); T1-25 (46-47) Section 3: T3-7 (172-175); T3-10 (180-181); T3-12 (185-186) Section 4: T4-16 (231-132); T4-20 (239-240) Section 6: T6-13 (432-433)
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).	Section 3: T3-8 (176-177); T3-9 (178-179); T3-12 (185-186)
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses); both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Section 2: T2-11 (88-89) Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-4 (166-167); T3-5 (168-169); T3-6 (170-171)
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).	Section 3: T3-1 (159-160); T3-5 (168-169); T3-6 (170-171); T3-7 (172-175); T3-9 (178-179)
LAFS.1112.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking and Complex Reasoning	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Section 3: T3-10 (180-181); T3-12 (185-186) Section 6: T6-19 (444-445); T6-38 (483-485)
b. Analyze nuances in the meaning of words with similar denotations.	Section 3: T3-2 (161-163); T3-11 (182-183); T3-12 (185-186) Section 6: T6-13 (432-433)
LAFS.1112.L.3.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity:</i> Level 2: Basic Application of Skills and Concepts	Section 1: T1-20 (37-38); T1-25 (46-47); T1-26 (48-49); T1-27 (49-50); T1-31 (59-62) Section 2: T2-1 (68-69); T2-14 (95-96); T2-27 (121-122); T2-28 (123-124); T2-29 (125-126); T2-30 (127-128); T2-31 (129-130); T2-32 (131-132); T2-33 (133-134); T2-34 (135-136); T2-35 (137-138); T2-36 (138-141); T2-39 (146-147); T2-41 (151-154) Section 3: T3-1 (159-160); T3-2 (161-163); T3-3 (165-166); T3-5 (168-169); T3-6 (170-171); T3-8 (176-177); T3-9 (178-179); T3-10 (180-181); T3-11 (182-183); T3-12 (185-186) Section 4: T4-9 (214-215); T4-16 (231-232); T4-20 (239-240); T4-26 (252-254); T4-35 (273-274); T4-36 (275-276); T4-38 (279-280); T4-40 (284-285); T4-47 (297-298); T4-48 (299-301); T4-49 (302-303); T4-50 (304-305); T4-51 (306-308); T4-52 (310-314)

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	<p>Section 5: T5-1 (321-322); T5-9 (340-341); T5-12 (347-348); T5-27 (377-378); T5-28 (379-380); T5-36 (396-397); T5-38 (400-401); T5-39 (403-406)</p> <p>Section 6: T6-3 (416-417); T6-8 (424-425); T6-12 (431-432); T6-13 (432-433); T6-17 (440-441); T6-19 (444-445); T6-21 (448-449); T6-24 (453-454); T6-25 (455-457); T6-33 (473-474); T6-38 (483-485); T6-39 (486-487); T6-40 (489-492); T6-41 (493-496)</p> <p>Section 7: T7-6 (512-513); T7-7 (514-515); T7-11 (522-523); T7-14 (529-530); T7-15 (531-534)</p> <p>Section 8: T8-9 (562-563); T8-11 (566-567); T8-14 (572); T8-18 (579-580)</p>