

An Alignment of
myPerspectives English Language Arts
West Virginia
Grade 11, ©2022



To the
West Virginia Evaluation Criteria
Grade 11

Table of Contents

NON-NEGOTIABLE EVALUATION CRITERIA..... 3

GENERAL EVALUATION CRITERIA..... 7

SPECIFIC EVALUATION CRITERIA 51

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NON-NEGOTIABLE EVALUATION CRITERIA
2021-2027
Group II – English Language Arts - Grade 11

Equity, Accessibility and Format – This section to be completed by the County Adoption Committee Evaluation Responses			
Yes	No	CRITERIA	NOTES – by County Adoption Committee
		<p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p><i>myPerspectives English Language Arts West Virginia</i> adheres to the WV Board of Education Policy 2445.41 The program provides students with the opportunity to read widely, across time periods, genres, cultures, and diverse backgrounds. Students read about and explore different cultures, read texts from diverse perspectives, and make connections to real-world events and issues. The program brings together texts, media, and audio from diverse authors and sources that are thought-provoking, relevant, and relatable. As they read, view, or listen, students are able to see themselves in the texts because the texts include themes, illustrations, and characters familiar to them, written by authors of a variety of ethnicities and experiences, or ask questions that allow students to talk back to the text and critically analyze the piece from a multicultural lens. The program integrates social diversity throughout the lessons, concepts, content and illustrations, and is designed to reflect our society and be relevant in today’s world so students are exposed to multiple perspectives and a variety of selections that are important for their development as knowledgeable, thoughtful, and critical thinkers.</p>

		<p>(Continued)</p> <p>1. INTER-ETHNIC The instructional resource meets the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.</p>	<p>(Continued)</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“Second Inaugural Address”</i>, 300; <i>“Perspectives on Lincoln,”</i> 310 <i>Ain’t I a Woman?</i>, 330; <i>“Declaration of Sentiments”</i>, 338; <i>“Giving Women the Vote,”</i> 346 <i>Brown v. Board of Education: Opinion of the Court</i>, 360; <i>“Was ‘Brown v. Board’ a Failure?”</i>, 370 <i>Farewell to Manzanar</i>, 704; <i>“Interview with George Takei,”</i> 716 Photographs, 249, 278, 311, 331, 339, 371, 394B</p>
		<p>2. EQUAL OPPORTUNITY The instructional resource meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures.</p>	<p>The texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide range of perspectives on important and broad themes. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations/ experiences, insights, viewpoints, readability, and diversity. The program integrates diversity, multiple perspectives and viewpoints throughout the lessons, and is designed to reflect a multicultural society and be relevant in today’s world.</p> <p>Resources in the program strive to accurately portray diverse ideas within our society as well as diversity within groups and do not seek to promote one worldview over another nor take a stance on political agendas. The program uses language that is appropriate and respectful of diverse ideas in the writing, editing, illustration, and design of content and makes distinction between frame of reference, provides context and background for texts, as well as addresses bias.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Whole-Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699 <i>Second Inaugural Address</i>, 300; <i>“Perspectives on Lincoln,”</i> 310 <i>Ain’t I a Woman?</i>, 330; <i>Declaration of Sentiments</i>, 338; <i>“Giving Women the Vote,”</i> 346 <i>Brown v. Board of Education: Opinion of the Court</i>, 360; <i>“Was ‘Brown v. Board’ a Failure?”</i>, 370</p>

		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p><i>myPerspectives</i> provides blended print and digital components to support student learning. The Student Edition is in print (hardcover or consumable) and online. The Student Edition includes all texts and standards-aligned instruction. Students can use technology to interact with text and complete activities, or they can use a write-in consumable. Students can take notes, highlight, view videos, and listen to audio directly in the digital Student Edition to make interaction with text more meaningful.</p> <p>Teacher Edition Only Examples: Program Overview: Interactive Student Edition, T20–T21; Assessments to Inform Instruction; Resources for Flexibility, T32–T33; Savvas Realize, T36–T37</p> <p>Supporting components for differentiation are online and can be assigned or printed as needed through Savvas Realize.</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts>English Learner / High Interest Support>EssayScorer Writing Prompts>Graphic Organizers and Rubrics>Conventions>Reading Skills and Literary Analysis>Standards Practice>Writing and Research>Speaking and Listening>Academic Vocabulary and Word Study myPerspectives ELA National Grade 11>Teacher’s Edition>Student Edition>>Unit Resources>Units 1-5>Assessment>Video Library> Collaboration Center>Spanish Resources>Professional Development Center>ELD Companion</p>
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		<p>4. BIAS The instructional resource is free of political bias.</p>	<p>The program provides content that is free of political bias and includes examples of multiple viewpoints and opinions that are related to major themes. In addition, guidance is provided to help students recognize and understand bias and make connections between their own opinions through the use of unit themes, Essential Questions, texts, questions, discussions, and writing prompts.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Essential Questions: Unit 1: 3, 13, 24, 34, 46, 58, 68, 79, 89, 98, 114, 122, 128; Unit 2: 139, 164, 180, 189, 200, 210, 226, 234, 244, 258, 264 Whole-Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699 <i>Second Inaugural Address</i>, 300; “Perspectives on Lincoln,” 310 <i>“Ain’t I a Woman?”</i>, 330; “<i>Declaration of Sentiments</i>,” 338; “<i>Giving Women the Vote</i>,” 346 <i>Brown v. Board of Education: Opinion of the Court</i>, 360; “<i>Was ‘Brown v. Board’ a Failure?</i>”, 370</p>
		<p>5. COMMON CORE The instructional resource does not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p>myPerspectives English Language Arts West Virginia does not include references to the Common Core State Standards.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Unit Goals, 4, 140, 276, 394, 546, 752 Reflect on the Unit Goals, 137, 273, 391, 543, 749, 869</p>

GENERAL EVALUATION CRITERIA

2021 -2027

Group II – English Language Arts

Grade 11

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	(IMR Committee) Responses									
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M	N
	In addition to alignment of West Virginia College- and Career-Readiness Standards (WVCCRS) for ELA, materials must also include opportunities for students to develop:									
College- and Career- Readiness Skills										
Thinking and Problem-Solving Skills										
<i>English Language Arts Content:</i>										
<p><i>my</i>Perspectives materials provide interconnected questions and tasks for students to both develop and deepen comprehension of texts and topics. Inquiry-based learning starts with the Essential Question that asks students to explore the many different perspectives that tie in with the unit topic. Students build content knowledge through reading, writing, listening, and speaking opportunities that utilize prior knowledge, require use of text evidence for response, and promote interdisciplinary and global connections.</p>	<p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections;</p>									

<p>(Continued) Interdisciplinary connections are embedded in the Teacher’s Edition Cross-Curricular Perspectives notes that connect reading and writing in the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p> <p>Performance Tasks and Performance-Based Assessments have students demonstrate their learning with what they have read connected to the Essential Question. Some Essential Questions, such as “Is technology helpful or harmful to society?” or “Learning from Nature” are tied to cross-curricular perspectives.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“Ain’t I a Woman?”</i>, 330; <i>“Declaration of Sentiments”</i> 338; <i>“Giving Women the Vote,”</i> 346 Performance Task: Write an Argument, 60–67 Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263 Essential Questions: Unit 1: 3, 13, 24, 34, 46, 58, 68, 79, 89, 98, 114, 122, 128; Unit 2: 139, 164, 180, 189, 200, 210, 226, 234, 244, 258, 264 Teacher Edition only: Cross-Curricular Perspectives: Social Studies, 32, 42, 123, 217, 223, 290, 302, 365, 564, 571; Science, 106, 111, 358, 436, 475, 588</p>	<p>(Continued)</p> <ol style="list-style-type: none"> 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes interdisciplinary and global connections; 					
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<p>Students engage in complex analysis throughout <i>myPerspectives</i> that build in complexity as the units progress:</p> <ul style="list-style-type: none"> ● Close Read routines ask students to apply strategies for active reading, understanding, and thinking. ● Close read activities require students to annotate the text, ask critical questions, and further explore structure, diction, and author's craft. ● With Essential Questions, students write down ideas and evidence to describe their thinking. ● Students engage in discussion, writing, and research about the Essential Question in each unit. ● Writing Performance Tasks give students practice and support on each unit's featured writing mode. ● Performance-Based Assessments and Unit Reflection require students to demonstrate their learning and make connections and conclusions that are applicable to the students own lives and future situations. <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815 Performance-Based Assessment, 134, 270, 388, 540, 746, 866 Essential Questions: Unit 1: 3, 13, 24, 34, 46, 58, 68, 79, 89, 98, 114, 122, 128; Unit 2: 139, 164, 180, 189, 200, 210, 226, 234, 244, 258, 264</p>	<p>2. engages in complex analysis presented in a variety of mediums that promotes the development of mental perspectives, thoughtful well-framed questions and conclusions applicable to students' own lives and future situations;</p>						
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<p>In <i>myPerspectives</i>, students are encouraged to make connections from their own lives to what they are reading and learning with questions and prompts that draw upon their lived experiences as well as make connections to the world and beyond with embedded research opportunities.</p> <p>Digital resources such as Listenwise current events and unit-aligned stories, Hook & Inspire connections, and the <i>myPerspectives</i> Video Library provide diverse local and global perspectives as students read into, through, and beyond the texts and consider the human condition.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“What to the Slave Is the Fourth of July?”</i>, 288 <i>“Second Inaugural Address”</i>, 300 <i>“Perspectives on Lincoln,”</i> 310 <i>“Ain’t I a Woman?”</i>, 330 <i>“Declaration of Sentiments”</i>, 338 <i>“Giving Women the Vote,”</i> 346 <i>Brown v. Board of Education: Opinion of the Court</i>, 360 <i>“Was ‘Brown v. Board’ a Failure?”</i>, 370 Writing to Sources: Argument, 101 (Slavery and Abolitionist Cause)</p>	<p>3. promotes local and global connections, past and present, in real-world, authentic relationships that encourage the consideration of the human condition; and</p>					
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<p>Students are encouraged to formulate their own responses to the Essential Questions based on the different texts and perspectives they encounter and support their ideas with text evidence while applying critical thinking, close reading skills, effective writing and communication skills to convey and share their ideas and learning.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Write an Argument, 60–67; Write an Argument, 692–699 Performance-Based Assessment: Argument, Argument, 134–135 Debate, 449 Political Infomercial, 59 Video Commentary, 136; Podcast, 390</p>	<p>4. makes unique associations and connections to provide for a variety of solutions to problems to reach unexpected answers.</p>				
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Information and Communication Skills/English Language Arts *For student mastery of college- and career- readiness standards, the instructional resources will include multiple strategies that provide students with opportunities to:*

With each text, students learn strategies for reading a text or viewing media closely, multiple times and learn how to find information, deepen understanding, and analyze texts for meaning.

Students also learn how to find information by performing research and how to write and share/convey their ideas to create original communication. A consistent literacy routine for each selection starts with Making Meaning activities through first- and close-read routines and by analyzing the author's craft and structure. Students also complete Language Development activities with concept vocabulary and conventions practice tasks. Effective Expression activities provide students with opportunities to share their learning through written and oral projects.

Student Edition / Teacher Edition

Examples:

Making Meaning, 102–115, 204–211, 288–295
 Language Development, 116, 212, 296–297
 Effective Expression, 117, 213, 298–299

5. locate existing information in a variety of formats, interpret meaning and then create original communication;

<p>The Student Toolkit in the back of the Student Edition provides an entire workshop and section on how to conduct research and cite sources. Additional resources on how to properly cite sources with updated MLA guidelines is also included in the Toolkit.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Toolkit: Close Reading, R1–R7; Writing, R8–R25; Research, R26–R35; Program Resources, R36–R37; Glossary, R38–R46; Literary Terms Handbook, R47–R58; Grammar Handbook, R59–R68</p>	<p>6. make informed choices about sources and information; and</p>						
<p><i>myPerspectives</i> supports interaction with outside resources that promotes safe and responsible technology use in learning, researching, and working with others. Teachers have access to student content and oversight of student collaboration activities and shared work on the Discussion Board at all times. Healthy digital interaction is promoted in <i>myPerspectives</i> with discussion prompts that ask students to respond to each other in respectful ways and suggestions for effective group work.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Working as a Team, 70–71, 202–203, 328–329, 460–461, 702–703, 818–819 Writing to Sources: Argument, 101 (Slavery and Abolitionist Cause) Teacher Edition only: Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844</p>	<p>7. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p>						

Personal and Workplace Productivity Skills

For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

myPerspectives features in-depth instruction on research practices to prepare students for college-level work. At the end of each text, Research to Clarify and Research to Explore activities offer students opportunities to conduct short, targeted research using a variety of formats such as libraries, internet, news stories/articles, first person interviews, media/videos etc. Students learn the basic research skills they will use over the course of the school year.

Additionally, through practice lessons in the interactive Student Edition and tutorials available through the myPerspectives+ Research Center, students learn the importance of research, proper citation of sources, integrating results into their work.

Culminating performance-based tasks and assessments require students to use notes in their Evidence Logs and research compiled throughout their reading to defend and support their responses.

Student Edition / Teacher Edition

Examples:

Research to Clarify & Research to Explore, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498

Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457
Research, 125, 737, 827

- 8. conduct academically appropriate research, validate sources, and report ethically on findings;

<p>Digital literacy opportunities are embedded in the program through researching, using, viewing, and analyzing media. In addition, <i>myPerspectives</i> includes technology notes that recommend student use of digital presentation tools and provide directions on using the digital components in the program such as the Interactive Student Edition (annotations, highlighting, digital notebook responses, graphic organizers etc.) and Bounce Pages app. <i>myPerspectives</i> also provides in-depth instruction on research practices in order to prepare students for college level research. Students are given digital learning strategies and opportunities for how to perform research to learn and to clarify at the end of each text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719 Teacher Edition only: Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844 TE only: Tool Kit: Research, R26–R35</p>	<p>9. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>				
<p>Students engage in self-directed inquiry with Independent Learning and the Unit Reflection. Students also set goals at the beginning of each unit and revisit them at the end, in the Unit Reflection.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Independent Learning, 128–132, 264–268, 382–386, 534–538, 740–744, 860–864 Reflect on the Unit Goals, 137, 273, 391, 543, 749, 869 Teacher Edition only: Independent Learning, 130A–130F, 266A–266D</p>	<p>10. engage in self-directed inquiry;</p>				

<p>Students read texts and engage in collaborative activities that inspire thoughtful conversation, discourse, and debate.</p> <p>Speaking and listening activities foster students' abilities to engage in collaboration and presentation tasks.</p> <p>In Small-Group Learning, students work collaboratively in teams to read and discuss texts, develop strategies, and extend learning. Student groups have a choice in selecting activities and how they will share their learning.</p> <p>Collaboration Peer-to-Peer videos on Savvas Realize model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Debate, 449; Group Discussion, 359 Partner Discussion, 781 Present and Discuss, 59, 79, 89, 98, 114, 122, 210 Discuss It, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864 Working as a Team, 70–71, 202–203, 328–329, 460–461, 702–703, 818–819</p>	<p>11. work collaboratively; and</p>						
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<p>Students have opportunities for time and task management skills with the Performance-Tasks and Performance-Based assessments. These projects require planning and also can be tied to time-constraints.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815 Performance-Based Assessment, Writing to Sources: Argument, 134–135–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p>	<p>12. practice time and task management skills in problem-based learning situations.</p>							
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Developmentally Appropriate Instructional Resources and Strategies *For student mastery of college- and career- readiness standards, the instructional resources*

<p>Goals at the beginning of each unit in the Student Edition reflect the reading, writing, language, and speaking and listening standards that will be covered. Students will understand what is expected of them, and they can monitor their own progress toward meeting the standards. <i>myPerspectives</i> is designed to meet West Virginia College- and Career-Readiness Standards for English Language Arts and provides the appropriate grade-level trajectory and demands in terms of the sophistication of the texts, teaching concepts, and learning expectations.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Unit Goals, 4, 140, 276, 394, 546, 752 Reflect on the Unit Goals, 137, 273, 391, 543, 749, 869</p>	<p>13. are structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness standards.</p>										
<p>Students are provided an opportunity to complete a Word Study activity that explores the roots of words. This helps develop their ability to understand and use critical vocabulary words in their responses and writings.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author's Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 260, 480, 704, 842; Conventions and Style, 183</p>	<p>14. provide opportunities for explicit instruction and practice in grade-level phonics and foundational skills (grades K-8). Word analysis should be used as a primary strategy for teaching self-correction.</p>										

<p>The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p> <p>Performance Tasks and post-reading activities use real-life age-appropriate examples and allow students to apply and share personal experiences.</p> <p>The Teacher's Edition includes Cross-Curricular Perspectives notes that connect the program to science, social studies, math, and the arts. These interdisciplinary connections provide concrete ways for students to extend their learning across content areas including writing activities.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815 Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859 Teacher Edition Only: Cross-Curricular Perspectives: Social Studies, 32, 42, 123, 217, 223, 290, 302, 365, 564, 571; Science, 106, 111, 358, 436, 475, 588</p>	<p>15. provide opportunities to engage in high interest, age-appropriate activities that simulate real-life situations and make cross-curricular, global connections;</p>				
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<p>Grammar concepts are taught following each text with Language Development activities. This feature provides instruction, modeling, practice, and speaking, reading, and writing application of each targeted grammar concept. These features springboard directly from the texts that are being studied.</p> <p>Composition assignments provide an immediate opportunity to apply the grammar concepts taught.</p> <p>The Writing Performance Task provides opportunities for students to focus on spelling and punctuation with explicit instruction as students complete the writing assignment. The Writing Performance tasks include an editing section that asks the student to focus on sentences which highlights a grammar concept for immediate use in the performance task assignment.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> SE/TE: Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529 Language Development: Conventions, 65, 323, 697</p>	<p>16. are structured to ensure that language concepts are not taught in isolation, instructional resources align and integrate language objectives with reading, writing, speaking and listening standards.</p>						
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<p><i>myPerspectives</i> provides opportunities for students to deepen their understanding of topics and texts while developing analytical skills. Students are encouraged to link prior knowledge to new information as they move from text to text, compare texts to explore ideas from different perspectives and compare, and contrast ideas found in multiple sources to identify conflicting and consistent information while critically evaluating sources. Students are required to make inferences and draw conclusions about topics, and develop a more comprehensive view of the unit theme. Students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, hold a discussion, perform research, and write about a text.</p> <p>Performance tasks and activities are designed to demonstrate learning and draw upon what students have read, their background knowledge and their own ideas.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857 Analyze Craft and Structure, 24, 47, 518 Performance Task: Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457 Teacher Edition only: Jump Start, 16, 82, 98, 114, 502, 510</p>	<p>17. provide opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding;</p>					
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<p>The program includes texts of multiple genres, including print, audio, video, infographics, and visuals.</p> <p><u>Student Edition / Teacher Edition Examples:</u> <i>“The American Revolution: Visual Propaganda,”</i> 52 <i>“The United States Constitution: A Graphic Adaptation,”</i> 82 (Graphic Novel) <i>from Emily Dickinson; From Great Lives, 170 (Radio Broadcast)</i> <i>“Innovators and Their Inventions,”</i> 230 (Public Documents) <i>“Perspectives on Lincoln,”</i> 310 (Image Gallery)</p>	<p>18. provide students with opportunities to use print, graphs, visual displays, media, and technology sources to acquire and apply new information;</p>					
<p>Each anchor and support texts include background and author information that may include time period, historical events, or additional context to support the student in understanding the text.</p> <p><u>Student Edition / Teacher Edition Examples:</u> About the Authors, 17, 82, 153, 214, 360, 370 Declaration of Independence, 16; Preamble to the Constitution / Bill of Rights, 30; <i>“Speech in the Convention,”</i> 40; <i>“The American Revolution: Visual Propaganda,”</i> 52; <i>America’s Constitution: A Biography,</i> 72; <i>The United States Constitution: A Graphic Adaptation,</i> 82 <i>Brown v. Board of Education: Opinion of the Court,</i> 360; <i>“Was ‘Brown v. Board’ a Failure?”</i>, 370 Teacher Edition Only: Social Studies, 32, 42, 123, 217, 223, 290, 302, 365, 564, 571 Historical Perspectives includes timeline, 12–15, 148–151, 554–557</p>	<p>19. offer opportunities for students to build an understanding of sequencing of time, events, and text with or without an anchor text;</p>					

<p>Each unit is on a topic and aligned to an Essential Question. As students read texts and complete activities, they engage in discussion, writing, research as they explore complex problems and the Essential Question in each unit.</p> <p>Student thinking about the Essential Question may change as they listen to the perspectives of their peers through discourse and collaborative activities and learn to formulate and defend their own opinions.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Essential Questions: Unit 1: 3, 13, 24, 34, 46, 58, 68, 79, 89, 98, 114, 122, 128; Unit 2: 139, 164, 180, 189, 200, 210, 226, 234, 244, 258, 264</p>	<p>20. provide opportunities for students to investigate interconnected issues and explore complex problems that can change at varied entry points suggesting the possibility of multiple solutions;</p>							
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myPerspectives ensures that students read and understand a variety of informational and literary complex texts as well as multiple genres such as news articles, poetry, biographies, foundational documents, realistic fiction, adventure stories, interviews, historical fiction, mysteries, humor, myths, fantasy, science fiction, and short stories. These texts have been carefully selected to enable students to encounter multi-genre texts that promote exploration of ideas and multiple perspectives and build content knowledge through reading, writing, speaking and listening.

Student Edition / Teacher Edition

Examples:

“*The Love Song of J. Alfred Prufrock*,” 236

“*Chicago*” / “*Wilderness*,” 492

“*The Crucible*, Act I”, 560; “*The Crucible*”, Act II, 600; “*The Crucible*”, Act III, 628; “*The Crucible*”, Act IV, 660

“*Nature*” / “*Self-Reliance*,” 204;

Walden / “*Civil Disobedience*,” 214

“*Ain’t I a Woman?*”, 330

Teacher Edition Only: Integrating Trade Books with *myPerspectives*, T38–T49 (includes titles such as: *The Grapes of Wrath*; *A Tale of Two Cities*; *The Red Badge of Courage*)

21. provide an interconnected sequence or collection of diverse texts that promotes student investigation and systematic knowledge building through reading, writing, speaking and listening including close reading and multiple readings for varied purposes:

- Literary texts must be content-rich, well-crafted, and representative of diverse perspectives, genres, and subject matter.
- Informational texts must provide opportunities to develop content-rich knowledge in a variety of disciplines and must reflect quality writing appropriately calibrated for students in the programmatic level.

<p>In <i>myPerspectives</i>, the goal is for students to be able to generate understanding of vocabulary in order to increase comprehension. Discussions about the features of vocabulary, the relationships among words, and the ways in which an author's vocabulary choices influence the power and meaning of texts are central to the way vocabulary is taught in the program.</p> <p>Dr. Elfrieda Hiebert, a leading researcher in generative vocabulary and <i>myPerspectives</i> program author, helped to drive the development of the vocabulary strand throughout the program.</p> <p>Over the course of a unit, students generate, apply, and synthesize the words within the oral instruction, listening, close read questions, vocabulary practice activities, collaborative conversations, and writing activities. Students are encouraged to track vocabulary words and use them in their completed activities, ensuring that students' word knowledge and acquisition is authentic.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Word Study, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428 Word Network, 7, 127, 255, 361, 547, 699 Concept Vocabulary, 22, 36, 78, 88, 152, 178, 216, 260, 270</p>	<p>22. include best practices that support authentic vocabulary acquisition using multiple methods and modes that increase vocabulary skills;</p>					
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Text selections in *myPerspectives* are accompanied by one or more writing assignments, most of which fall within the three key major modes— narrative, informational, and argumentative. Students are expected to analyze and reflect on the text and to support all responses with text evidence. Performance tasks that require writing are also available at the end of Whole-Class Learning and students write a Narrative, Informative/ Explanatory, or Argument. Finally, the Performance-Based Assessment allows students to use all of their learning in the unit and write a final narrative, informative/explanatory, or argument writing project.

Student Edition / Teacher Edition

Examples:

Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815
 Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263
 Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857
 Writing to Sources, 5168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778
 Performance-Based Assessment, Writing to Sources: Argument, 134–135–135: Personal Narrative, 270–271

23. provide opportunities for students to compose varied written products (opinion/argumentative, informative, narrative) based on what students have read, heard, or viewed according to programmatic level expectations.

<p>The program provides comprehensive support and guidance for teachers regarding the effective use of Differentiated Instructional resources and strategies. The Teacher's Edition includes Personalize for Learning notes for on-level, struggling, English Learners, and above-level students. These notes include strategies and activities for extra practice and/or remediation. In addition, each skill taught includes three levels of support: core support in the Student Edition, additional support through a skills worksheet, and further support through a Reteach and Practice worksheet.</p> <p>In addition, in <i>myPerspectives Plus</i>, program agnostic digital lessons and skills videos are available for students to review, practice, and extend learning of concepts and skills.</p> <p><u>Teacher Edition Only Examples:</u> Personalize for Learning, 12, 19, 23, 29, 51, 90, 101, 150, 165, 188, 211, 247</p>	<p>24. provide multi-tiered system of instructional supports through scaffolding, intervention, and enrichment strategies and activities;</p>						
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<p>Realize, a powerful learning management system, is a one-stop to help teachers with managing instructional materials, lesson planning, assigning and tracking student work, and monitoring student progress. Teachers can customize the program as they rearrange content, upload their own content, add links to online media, and edit resources and assessments. Teachers can also create a Playlist using their own or program resources.</p> <p>Program resources and assessments are available in one location for easy lesson planning and presentation. Teachers can search by keyword, browse by a table of contents, or browse by standards. Reports and student usage data give teachers the power to target teaching to improve student outcomes.</p> <p>Listenwise Current Events podcasts provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities.</p> <p>Video Library includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year.</p> <p><u>Teacher Edition Only Examples:</u> Resources for Flexibility, T34–T35; Savvas Realize, T36–T37 Lesson Resources, 40B, 92B, 204B, 236B, 300B, 418B</p>	<p>25. provide a dynamic, interactive, user-friendly website for students to access electronic resources (e.g., podcasts, breaking news events, videos, etc.);</p>						
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<p>Multiple professional development opportunities are available with <i>myPerspectives</i> to support implementation:</p> <p>*MySavvasTraining.com offers online tutorials and resources available 24/7 to help teachers with implementing the program, planning lessons, and navigating digital content. In addition, teachers can sign up for personalized webinars and services such as webchats.</p> <p>*In Realize, a Professional Development center with more than 80 author videos and white papers to offer additional support.</p> <p>*Professional development notes and teaching support throughout the program include Expert's Perspective notes from program authors that relate to the concepts to help teachers implement the program effectively.</p> <p><u>Teacher Edition Only Examples:</u> Program Overview, T18–T37 Author's Perspective, 26, 288, 330, 406, 450, 462, 738, 776, 820</p>	<p>26. include a professional resource (print and online) that builds content and pedagogical knowledge for the teacher;</p>						
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<p>Questions in the post-reading activities have been carefully written to build toward a culminating insight of each text. We frequently “nest” questions in sets. For example, a question may require a response that demonstrates comprehension; subsequent questions might have students make an inference based on that response and on text evidence; and additional questions might then have students form a conclusion based on synthesis. Questions all require textual evidence to respond and questions are scaled in difficulty, allowing teachers the ultimate flexibility with differentiating instruction.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Comprehension Check, 45, 88, 121, 188, 233, 293 Analyze the Text, 258, 334, 367, 444, 657, 734</p>	<p>27. include high-quality sequences of text-dependent questions to guide students in delving deeper into text and graphics and elicit sustained attention to the specifics of the text and their impact to aid in comprehension and analysis.</p>						
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<p>At each grade level in <i>myPerspectives</i>, questions are evocative and stimulate student thinking, connect to the unit topic and Essential Question, and build insight and knowledge. Reading, writing, speaking and listening, and language are integrated within each unit and taught within context. With each selection, students learn strategies for reading a text closely, multiple times. Strategies include how to read a text, how to hold a discussion, how to perform research, and how to write about a text.</p> <p>The majority of questions that follow the selections are text-dependent and require students to search the text to find the answers. Students analyze the text, make valid claims, and reply using evidence from the text. Language (grammar and vocabulary), writing, speaking and listening, and writing activities serve to enable students to make critical connections with the texts.</p> <p><i>myPerspectives</i> questions and writing prompts include:</p> <ul style="list-style-type: none"> • Core Texts in the Student Edition with critical literacy activities including thinking and writing prompts in <i>Making Meaning, Language Development</i>, as well as <i>Effective Expression</i> • Built-in Writing and Speaking and Listening Performance Tasks and end-of-the unit Performance-Based prompts in the Student Edition 	<p>28. include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>				
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<p>(Continued)</p> <ul style="list-style-type: none"> Unit Tests gauge all standards taught within the unit, are aligned to the standards, and provide program agnostic (fresh authentic passages from literature) passages that test cold reading ability (including comprehension) with selected and short responses that include drag and drop formats as well as a writing prompt (constructed response based on synthesizing two passages) in unit writing mode, e.g. argument with DOK levels provided <p>Additional passages and prompts in QReads as well as Reality Central are available in myPerspectives+</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Text, 24, 79, 210 Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529 Writing to Sources, 168, 184, 213, 247, 261, 298, 308, 337 Speaking and Listening, 51, 59, 117, 169, 185, 229, 235, 299</p>	<p>(Continued)</p> <p>28.include questions and tasks that assess the depth and complexity of the analytical thinking required by the standards. (Note: not every objective must be assessed with every text.)</p>				
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Life Skills For student mastery of college- and career- readiness standards, the instructional resources will provide students with opportunities to:

The program provides next-generation learning experiences that promote student ownership of learning, develop competencies for college and career readiness, and support social and emotional learning. *myPerspectives* includes high-quality texts that include multimedia, authentic full and excerpt texts, novels integrations, grammar taught in context, and rigorous questions that require text evidence and higher depth of knowledge responses.

Texts within each grade level provide a range of reading topics and reflect grade-level appropriate knowledge and experiences. Text complexity rubrics for each selection provide quantitative, qualitative, and reader and task suggestions to help guide teachers as they assign the appropriate text to their students.

Student Edition / Teacher Edition

Examples:

“*Antojos*,” 722 (Short Story and Activities)

“*The Crucible*”, Act I, 560; “*The Crucible*”, Act II, 600; “*The Crucible*”, Act III, 628; “*The Crucible*”, Act IV, 660 (Drama and Activities)

“*Gettysburg Address*”, 118 (Speech and Activities)

Teacher Edition only: Text Complexity Rubric, 72C, 170C
Integrating Trade Books with *myPerspectives*, T38–T49 (includes titles such as: *The Grapes of Wrath*; *A Tale of Two Cities*; *The Red Badge of Courage*)

29. achieve print literacy through access to a wide variety of high-quality classic and contemporary reading resources that address student interests and allow choice (e.g., literary fiction, literary nonfiction, informational text) to build a coherent body of knowledge and a joy in reading. Selections must meet quantitative and qualitative programmatic level expectations and grade-level standards; rare exceptions (in which the qualitative measure has eclipsed the quantitative measure and placed the text outside the programmatic level) are usually reserved for literary texts at the secondary level, with clear explanation offered.

<p>The program provides resources and activities to meet the needs of all learners through multiple modalities with audio, visual, and print material. <i>myPerspectives</i> incorporates different types of media including graphic novels, videos, articles, interviews, audio recordings, interactive graphic organizers, tutorials, practice lessons, and more. Support for various media types is built into the lessons and includes student-friendly examples and direct instruction on accessing and navigating. Non-text elements are integrated as part of the table of contents help students with reading and analyzing data as well as understanding different media and ways to present information.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719 The American Revolution: Visual Propaganda,” 52 The United States Constitution: A Graphic Adaptation, 82 “<i>Innovators and Their Inventions</i>,” 230 (Public Documents) “<i>Brown v. Board of Education: Opinion of the Court</i>”, 360; “<i>Was ‘Brown v. Board’ a Failure?</i>”,370 “<i>Dust Tracks on a Road</i>”, 480</p>	<p>30. achieve visual and media literacy through access to a wide variety of high-quality resources including, but not limited to, graphic novels, primary and secondary source documents, up-to-date digital media; and</p>					
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<p><i>myPerspectives</i> is a student-centered program with media-rich, diverse selections, student-friendly design and language, and engaging digital resources. Examples are age-appropriate so students can relate to what they are learning, and activities are designed to be interactive. Through the social nature of learning and the power of collaboration, students have many opportunities for engagement as they interact with content, each other, and their teacher. Students read and get their information through multimedia and social media, so <i>myPerspectives</i> offers media selections that kids can readily identify with. Multimedia modal learning with audio, visual, and leveled resources are correctly labeled to aid students in review and practice. Built-in features are designed to increase student academic growth and achievement.</p> <p>In addition, students want to see themselves in authors and are eager to read texts written by contemporary, multicultural authors, so texts were intentionally included to bring relevance to student learning. The program is designed to engage students in learning and purposefully uses visually appealing graphics and images, a diverse range of texts including multimedia, student-friendly and relevant personal goal-setting strategies, self-evaluation checklists and guides, reflection logs, and student choice to connect students and bring value to what they are learning.</p>	<p>31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>						
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<p>(Continued) Consistent routines and learning strategies throughout the program help students build confidence and develop literacy skills as they read complex texts and demonstrate their learning. Students have multiple opportunities to engage and interact with content, each other, and their teacher as they set their own or group goals, use self-evaluation guides, compile evidence logs, and make choices in selecting their own readings as part of independent learning activities.</p> <p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719 <i>"The United States Constitution: A Graphic Adaptation"</i>, 82; <i>The "Interesting Narrative of the Life of Olaudah Equiano"</i>, 92 <i>"Gettysburg Address"</i>, 118 (Speech) <i>"Brown v. Board of Education: Opinion of the Court"</i>, 360; <i>"Was 'Brown v. Board' a Failure?"</i>, 370 <i>"Farewell to Manzanar"</i>, 704; <i>"Interview with George Takei,"</i> 716</p>	<p>(Continued) 31. achieve global literacy and an understanding of the impact of global issues/events on their own lives through access to a wide variety of developmentally-appropriate, high-quality current print and non-print materials and technology resources.</p>								
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<p>Integrated post-reading activities offer students opportunities to be creative, build confidence, master critical skills, and showcase their individuality or collaborate with others. Students create long and short writing pieces, they create and share presentations with the class or with their small group, and they choose different ways of expressing their ideas.</p> <p>The Speaking & Listening Performance Tasks require students to work over a period of time as they gather information using their learning throughout the unit, analyzing their findings as they review multiple sources, prepare information/reports, and present their findings as a writing or presentation piece.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Discuss It, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749 Performance Task: Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present an Argument, 738–739 Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868</p>	<p>32. provide opportunities to gather evidence and orally discuss and present findings for a variety of audiences and authentic purposes (e.g. mock interviews, presentations, debates, speeches, collaborative discussions, social media).</p>					
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Assessment

Teachers have access to comprehensive formative and summative assessments that include text-dependent questions with Part A and B sections, performance tasks, open-ended questions, and more to measure student progress and inform instruction:

Beginning-of-Year Test assesses standards to be taught during the school year. Questions are multiple choice, which allows for immediate feedback through data reporting. Teachers can use this data or an interpretation guide to customize instruction.

Extension Beginning-of-Year Test assesses standards to be taught during the school year through a combination of short-response and multiple-choice questions. Short-response items enable students to more fully demonstrate mastery of standards through writing.

Mid-Year Test assesses mastery of standards taught in the first half of the year, allowing opportunities for automatic and customized remediation.

Extension Mid-Year Test assesses standards taught in the first half of the year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.

End-of-year assessments determine mastery of standards and help place students in classes for the following school year.

32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).

<p>(Continued)</p> <p>Extension End-of-Year Test assesses standards taught through the entire year, with opportunities to remediate. Short-response and multiple-choice questions are included. Short-response items enable students to more fully demonstrate mastery of standards through writing.</p> <p>Performance-based assessments are a compilation of what is expected by the standards as students use their notes, knowledge, and skills learned to complete a project. All unit activities are backwards-mapped to the performance-based assessment.</p> <p>Next-generation assessments provide additional program agnostic assessments students can use to practice with technology formats. Technology-enhanced items help students practice next-generation formats, so they are prepared to be successful with online interactive testing. Sample items mirror those developed for next-generation summative assessments and include two sets of items. Each set has been individually tailored to reflect the item types that the two variations of next-generation assessments will include. Students encounter various next-generation item types, including evidence-based selected response, technology-enhanced constructed response, prose constructed response, selected response, and constructed response.</p>	<p>(Continued)</p> <p>32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>										
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<p>(Continued) <i>myPerspectives</i> teachers have access to real-time data with reports on usage, progress, and mastery. Instructional support and guidance on data is provided with interpretation guides that include standards alignment, remediation, as well as DOK levels. These detailed Interpretation Guides help teachers provide feedback, group students, modify instruction, and re-teach concepts. Teachers can examine class data or individual student performance to determine instruction. Mastery reports include visuals to help teachers quickly see averages and make comparisons or remediation opportunities to close students' gaps. Item Analysis and Performance Analysis also help teachers with identifying problem areas quickly.</p> <p><u>Student Edition / Teacher Edition Examples:</u> Performance-Based Assessment, 134, 270, 388, 540, 746, 866 Teacher Edition Only: Assessments to Inform Instruction, T26–T27 Personalize for Learning, 16C, 30C, 92C, 170C</p>	<p>(Continued) 32. Instructional resources provide tools for a balanced approach to authentic assessment including diagnostic, formative, and summative assessments in multiple formats (i.e., rubrics, text-dependent questions, performance tasks, open-ended questions, portfolio evaluation, and multimedia products).</p>							
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<p>Instructional resources include monitoring/assessment opportunities that help measure progress and support independent learning and application of skills:</p> <p>Selection activities can be used to assess student comprehension of content.</p> <p>Selection tests help teachers monitor student progress in the reading and language standards taught through multiple-choice questions.</p> <p>If/then Monitor and Adjust Notes in the Teacher's Edition offer suggestions for formative assessments and unit introduction activities that can be used as formative checks.</p> <p>Performance tasks in each unit include a writing performance task and a speaking and listening performance task students can complete individually or collaboratively. These can also be used as preparation for the end-of-unit performance-based assessment.</p> <p>Unit tests allow students to apply standards taught in the unit and provide an opportunity for teachers to remediate. If administered online, remediation is assigned automatically.</p>	<p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>							
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<p>(Continued)</p> <p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p>Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815</p> <p>Research, 125, 737, 827</p> <p>Writing to Sources, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684</p>	<p>(Continued)</p> <p>33. Instructional resources offer monitoring/assessment opportunities that genuinely measure progress and include gradual release of support to allow students to measure their independent growth.</p>				
<p>Instructional resources provide support for assessment and include examples, rubrics, and model texts.</p> <p>Instructions in the Student Edition include examples directly from the text to provide reference points for student work and support understanding of concepts.</p> <p>Rubrics are available to help with setting student expectations and for scoring student work and performance. These student-friendly rubrics written in language that students can understand with clearly defined expectations for student scores. Rubrics within the Student Edition for each Performance-Based Assessment break down expectations for student writing based on 4-point scale for Focus and Organization, Evidence and Elaboration, and Conventions. These are available for each Performance-based Assessment and writing mode.</p>	<p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>				

<p>(Continued) The following additional editable rubrics can be downloaded and easily customized for other modes writing (available in 4 and 6 point) and are on Realize within myPerspectives+: Argument, Autobiographical/ Biographical Narrative, Cause-and-Effect, Descriptive, Informative/ Explanatory, Multimedia Report, Narrative Explanation, Persuasive, Problem-and-Solution, Research, Response to Literature, Short Story, Summary, and Writing for Assessment.</p> <p>The Launch Text at the beginning of each unit is a mentor text and serves as a model of writing for students to refer to for the unit-focused writing mode. The Toolkit in the Student Edition features writing models with annotated exemplars to show students the elements of effective writing, including the use of text evidence to support claims. Students can also use the grammar handbook in the Toolkit for quick reference.</p> <p>For additional practice, EssayScorer is available online with prompts for each mode of writing. Student essays are automatically scored with overall feedback and in most cases, feedback on the six traits of writing— ideas, organization, voice, word choice, sentence fluency, and conventions (mechanical correctness).</p> <p><u>Student Edition / Teacher Edition Examples:</u> Launch Text, 6, 142, 278, 396, 548, 754 Writing Rubric, 135, 271, 389, 541, 747, 867 Review the Rubric, 136, 272, 390, 542, 748, 868</p>	<p>(Continued)</p> <p>34. Instructional resources provide supports for assessment (i.e., rubrics, student work samples, model texts).</p>								
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Organization, Presentation and Format

The Student Edition is student-friendly and includes a Table of Contents in the front, organized by units.

myPerspectives consists of five or six thematic units that each focus on an Essential Question and includes color coding to help students navigate:

- Green - Whole-Group Learning
- Teal - Small-Group Learning
- Purple - Independent Learning
- Orange - Performance-Tasks and Performance-Based Assessment

myPerspectives includes a useful table of contents located in the front of the print Student Edition and Teacher's Edition and in the menu options for the Interactive formats. A print and digital glossary in multiple languages (Spanish, Arabic, Filipino, Hmong, Korean, Punjabi, Russian, Simplified Chinese, Traditional Chinese, and Vietnamese) is also available and a helpful index with skills listing is part of the Student Edition.

myPerspectives digital content is organized in order of use starting with the Teacher's Edition, Student Edition, Unit Resources, Assessments, and additional resources. These resources can be rearranged to fit the teacher's preferences to allow teachers to access content in a way that flexibly fits how they want to teach. Items can be hidden, rearranged, and customized with Realize tools.

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

<p>(Continued) <i>myPerspectives</i> is designed to engage different types of students and motivate them to take ownership of their own learning through choice, goal-setting, reflection, media, social collaboration, selections that span classic and contemporary texts, and promotion of consistent learning routines and behaviors.</p> <p>The Student Edition is available in print write-in as well as interactive digital formats so students can take notes and markup the texts. Review and practice activities are built into the Student Edition so students do not have to go outside of it to get support on reading, writing, language, or speaking and writing. Unit goals help set clear expectations for student outcomes and visuals such as maps, infographics, timelines, author pictures and bios, and more are provided to support student learning. The program features student-friendly language, visually appealing graphics and images, a variety of selections that feature multimedia, personal goal-setting strategies, self-evaluation guides, reflection logs, and student choice in selecting their own readings for independent learning exercises.</p>	<p>(Continued) 35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.</p>							
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(Continued)

Student Edition / Teacher Edition

Examples:

Table of Contents, vi–xvii

Glossary, R40–R43

Unit 1 Theme: Writing Freedom, 2–137

Unit 2 Theme: Individual and Society, 138–273

Unit 3 Theme: Power, Protest, and Change, 274–391

Unit 4 Theme: Grit and Grandeur, 392–543

Unit 5 Theme: Facing Our Fears, 544–749;

Unit 6 Theme: Ordinary Live Extraordinary Tales, 750–869

(Continued)

35. Information is organized logically and presented clearly using multiple methods and modes for delivering differentiated instruction that motivates and increases literacy as students engage in high interest, authentic activities.

With *myPerspectives*, students cultivate and hone their literacy skills while at the same time, develop high-level questioning skills that come with delving into rich literature, analyzing complex texts from a wide range of genres with different perspectives on a universal theme. The program helps students transfer conceptual understanding and apply it to what they are doing. Reading and writing are integrated and connected in *myPerspectives*. As students read texts from all genres, they are exposed to the authors' craft. When students write or discuss their own perspectives, they are exposed to different styles of writing and can choose how to express themselves. With each text, students analyze texts through the eyes of a reader and writer and create their own compositions.

Student Edition / Teacher Edition

Examples:

Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857

Writing to Sources, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792

Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699

- 36. Must provide pre-reading activities and suggested approaches to support teacher's scaffolding that are highly focused and begin with conceptual understanding.

<p><i>myPerspectives</i> on Realize provides digital resources that promote student engagement and learning through full interaction with content. Multimedia selections in the program include audio recordings of speeches, videos, graphic novels, and comic strips. The technology provides students with multimodal learning opportunities and self-guided learning activities they can complete at their own pace.</p> <p>Students have access to media-rich content such as digital lessons, videos, and a variety of resources that allow for self-paced, self-directed learning. Multimedia resources include:</p> <ul style="list-style-type: none"> • Unit Opener Videos at the beginning of each unit are engaging and provide background for the unit topic. • Selection Media beyond just print such as graphic novels, podcasts, interviews, film clips, plays, and videos reflect real-world sources of information and content. • Grammar Interactive Lessons and Grammar Tutorials provide interactive practice lessons, tutorials, worksheets, and sentence combining activities. • Vocabulary Interactive Lessons are interactive practice lessons that provide in-depth practice for developing vocabulary skills that focus on domain and academic terms. Research, Speaking & Listening, Vocabulary, and Writing Interactive Lessons 	<p>37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				
	<p>(Continued) 37. Media and digital resources included enhance and support instruction and learning</p>				

<p>(Continued)</p> <ul style="list-style-type: none"> • Listenwise Current Events provide public radio stories that help connect what's happening in the world to the literature in your classroom. These stories are updated daily, aligned to units, and can be added to Discussion Board activities. • Video Library includes engaging and relevant videos from popular sources such as: Crash Course Literature, YouTube®, TED Talks, PBS Newshour, Bloomberg News, Associated Press & More and are updated each school year. • Writing Gallery provides student-friendly videos that reinforce the full range of writing process skills including aspects of Prewriting, Drafting, Revising, and Editing. Over 80+ videos are available and can be assigned out as homework or accessed directly by students for reference or additional practice. These videos are designed to give students a deeper understanding of how to approach—and succeed in—composition tasks and make writing concepts accessible and memorable. 	<p>on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p> <p>(Continued) 37. Media and digital resources included enhance and support instruction and learning on multiple devices and operating systems (e.g. Android, iOS, PC, and Mac) and</p>					
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<p>(Continued)</p> <ul style="list-style-type: none"> ● Collaboration Peer-to-Peer videos model positive interactions, group dynamics, respectful feedback, and time management skills that are important in college and career as well as in school. ● Skills Reinforcement Videos support writing skills across different modes for Argument, Informational, Personal Narrative, Research Paper, and Short story. These videos help break down important concepts such as how to organize an essay, differences between different types of writing, counterclaims and rebuttals etc. <p>Realize is built in HTML5, which allows students and teachers to access content on desktops and tablets. Apple iPad 2/3/4 and Android Tablets are supported. Realize also supports Chrome OS devices and Android devices that have widths 768 pixels or larger, running on Lollipop 5.0 x. Realize is an IMS certified, LTI Advantage pilot, LTI 1.2 thin common cartridge provider and can provide content interoperability with most third-party learning management systems to make digital learning easier, faster, and more productive.</p> <p><u>Student Edition / Teacher Edition</u> Examples: Unit Opener Videos, 2, 138, 274, 392, 544, 750 Teacher Edition Only: Resources for Flexibility, T34–T35; Savvas Realize, T36–T37</p>	<p>platforms (e.g. Google Classroom, Schoology, or any other Learning Management System).</p>				
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SPECIFIC EVALUATION CRITERIA

2021-2027

Group II – English Language Arts - CCR Grade 11

All West Virginia teachers are responsible for classroom instruction that integrates content standards, technology, and dispositions for student success. In grade 11, students should be immersed in a literacy-rich environment and have numerous opportunities to read, discuss, and write to complex texts appropriate for eleventh grade in order to meet college- and career-readiness expectations. Over the course of the entire instructional day, students should be given opportunities to engage with a balance of literary and informational text and to write for a variety of purposes and audiences including an even distribution of argumentative, informative, and narrative writing. Students in eleventh grade will continue enhancing skills in a developmentally-appropriate progression of standards. Following the skill progressions from tenth grade, the following chart highlights the college- and career-readiness indicators that will be developed in eleventh grade:

College and Career Readiness Indicators for Grade 11	
Reading	Writing
<ul style="list-style-type: none"> • Analyze how word choices and phrasing convey meaning and add complexity to works of historical and modern authors. • Read and comprehend increasingly complex texts including texts that fall in the 1185-1385 Lexile range; examine themes and use textual evidence to support analysis of literary and informational texts. 	<ul style="list-style-type: none"> • Write argumentative pieces that introduce and develop claims and counterclaims fairly; effectively integrate accurate information from reliable sources to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA). • Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Speaking/Listening	Language
<ul style="list-style-type: none"> • Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used; give thoughtful feedback and accept feedback graciously. • Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<ul style="list-style-type: none"> • 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. • Demonstrate knowledge of Standard English conventions when speaking and writing; apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	County Adoption Committee Evaluation Responses							
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I	A	M	N
Literacy Foundations								
Reading								
A. Key Ideas and Details								
<p>Student Edition / Teacher Edition Examples: Cite Textual Evidence (examples), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 499, 507, 517, 597, 625, 658, 680, 734, 774, 790, 788, 802; Make Inferences, 180, 657, 689, 774, 788</p> <p>Teacher Edition Only: Conclude, 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 11</i>>Unit Resources>Units 1-6</p>	<p>1. Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>							

<p>Student Edition / Teacher Edition Examples: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 445; Literary Forms, 681; Writing to Compare, 190–191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807; Text Analysis, 356, 444, 680 Teacher Edition Only: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author’s Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme</p>	<p>2. Determine two or more themes or central ideas of a literary text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>					
<p>Student Edition / Teacher Edition Examples: Analyze Craft and Structure: Character Development, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737 Teacher Edition Only: Analyze Character, 568, 574, 616, 844; Examine Character, 590; Analyze Characterization, 799; Explore Characterization, 611; Understand Character Motivation, 592; Analyze Direct Characterization, 419; Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Conflict, 581; Examine Conflict, 591; Text Analysis, 258, 356, 734, 774, 802 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Plot>Setting</p>	<p>3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>					

<p>Student Edition / Teacher Edition Examples: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527; Make Inferences, 24, 304; Activities, 414, 715</p> <p>Teacher Edition Only: Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions <i>myPerspectives ELA National Grade 11</i>>Unit Resources>Units 1-6</p>	<p>4. Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>						
<p>Student Edition / Teacher Edition Examples: Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527</p> <p>Teacher Edition Only: Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>	<p>5. Determine two or more central ideas of an informational 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>Student Edition / Teacher Edition Examples: Author’s Style: Author’s Choices: Rhetoric, 80; Analyze the Media, 89; Development of Theme, 357; Central Ideas and Voice, 470; Development of Complex Ideas, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824; Activities, 81, 715 TE only: Analyzing Sequence, 373</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>	<p>6. 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 informational text.</p>						
<p>B. Craft and Structure</p>							
<p>Student Edition / Teacher Edition Examples: Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Word Choice, 429; Explanatory Text, 430–431; Figurative Meanings, 490; Language and Meaning, 500; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853; Activities, 444 TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>7. Determine the meaning of words and phrases as they are used in the literary 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.</p>						

<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Structure, 840; Analyze the Text, 164, 244, 517, 597, 734; Activities, 258, 356, 658, 774, 792 Teacher Edition Only: Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure</p>	<p>8. Analyze how an author’s choices concerning how to structure specific parts of a literary text contribute to its overall structure and meaning as well as its aesthetic impact.</p>						
<p><u>Student Edition / Teacher Edition</u> Examples: Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Narrative Structure, 854; Analyze the Text, 244, 426 Teacher Edition Only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View>Analyze Historical and Cultural Context</p>	<p>9. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a literary text from what is really meant.</p>						

<p>Student Edition / Teacher Edition Examples: Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Central Ideas and Voice, 470; Conventions and Style: Figurative Meanings, 490; Poetic Prose, 529; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Activities, 528 Teacher Edition Only: Domain Specific Words, 627</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>10. Determine the meaning of words and phrases as they are used in an informational 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.</p>						
<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Comparing a Graphic Adaptation With Text, 90–91; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “<i>Brown v. Board</i>” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Writing to Compare, 378–379; Sequence of Events, 825; Analyze the Media, 89; Analyze the Text, 294, 304; Writing to Sources, 308, 448; Activities, 34, 58, 78, 210, 350, 369, 377, 824 TE only: Analyze Arguments, 291 Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Analyze Structural Features</p>	<p>11. In informational text, 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>Student Edition / Teacher Edition</p> <p>Examples: Analyze Craft and Structure: Author's Purpose, Rhetoric, 47; Author's Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author's Choices: Diction, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author's Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502–507; Author's Point of View, 715; Author's Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Writing to Compare: Comparing a Podcast With Text, 350–351; Comparing Photographs With Text, 508–509; Text Analysis, 46, 80, 98, 122, 304, 334, 414; Activities, 124, 226, 490</p> <p>Teacher Edition Only: Analyze Author's Perspective, 483; Analyzing Author's Viewpoint, 44; Infer Author's Attitude, 353; Infer Author's Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author's Conclusions>Evaluate the Author's Credibility>Recognize Propaganda>Rhetorical Devices>Evaluate Credibility and Analyze Author's Intentions</p>	<p>12. Determine an author's point of view or purpose in an informational text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>				
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<p>Student Edition / Teacher Edition Examples: Comparing Text to Media (work of Emily Dickinson), 186–189; Comparing a Podcast With Text, 190–191; Comparing Text to Media: “<i>The Crucible</i>” (L.A. Theater Works: <i>The Crucible</i>), 686–689; Critical Review, 690–691; Activities, 184</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>C. Integration of Knowledge and Ideas</p> <p>13. Analyze multiple interpretations of a story, poem, or drama evaluating how each version interprets the source text.</p>					
<p>Student Edition / Teacher Edition Examples: The Writing of Walt Whitman, 164; The Poetry of Emily Dickinson, 180; from “<i>Life on the Mississippi</i>”, 408; “<i>The Celebrated Jumping Frog of Calaveras County</i>”, 419; Writing to Compare, 430–431; “<i>An Occurrence at Owl Creek Bridge</i>”, 829; “<i>The Jilting of Granny Weatherall</i>” 842; Writing to Compare, 856–857</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Theme</p>	<p>14. Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more literary texts from the same period treat similar themes or topics.</p>					

<p>Student Edition / Teacher Edition Examples: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Prepare to Compare: Comparing a Graphic Adaptation with Text, 90–91; Comparing a Podcast with Text, 350–351; Comparing Artwork with Text, 478–479; Comparing Photographs with Text, 508–509; Comparing a Video Interview with Text, 720–721; Writing to Compare, 90–91, 350–351, 478–479, 508–509, 720–721; Speaking and Listening, 235, 317</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>	<p>15. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p>					
<p>Student Edition / Teacher Edition Examples: Declaration of Independence, 24; from “<i>What to the Slave Is the Fourth of July?</i>”, Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; “<i>Brown v. Board of Education</i>”, Opinion of the Court: Close Read the Text, 367; Was “<i>Brown v. Board</i>” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379 TE only: Analyze Arguments, 291</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author’s Conclusions>Persuasive Speech>Persuasive Techniques</p>	<p>16. Delineate and evaluate the reasoning in influential U.S. informational texts, including the application of constitutional principles and the premises, purposes, and arguments in works of public advocacy.</p>					

<p>Student Edition / Teacher Edition</p> <p>Examples: Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; “<i>Letter to John Adams/from Dear Abigail</i>”, 114, 115; Gettysburg Address, 122; “<i>Nature</i>” / “<i>Self-Reliance</i>,” 210, 213; “<i>Second Inaugural Address</i>”, 304, 305; “<i>Declaration of Sentiments</i>”, 338, 343; 345; “<i>The Notorious Jumping Frog of Calaveras County</i>”, 431</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Analyze Cultural and Historical Context</p>	<p>17. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. informational documents of historical and literary significance for their themes, purposes, and rhetorical features.</p>				
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<p>Student Edition / Teacher Edition Examples: First-Read: Fiction, 248, 352, 418, 432, 722, 764, 780, 794, 828, 842; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide: 131, 267, 385, 537, 743, 863; The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; “<i>The Love Song of J. Alfred Prufrock</i>,” 236; “<i>A Wagner Matinée</i>,” 248; “<i>The Story of an Hour</i>,” 352; “<i>The Notorious Jumping Frog of Calaveras County</i>,” 418; “<i>A White Heron</i>,” 432; “<i>Chicago</i>” / “<i>Wilderness</i>,” 492; “<i>In the Longhouse, Oneida Museum</i>” / “<i>Cloudy Day</i>,” 510; “<i>The Crucible</i>,” Act I, 560; “<i>The Crucible</i>,” Act II, 600; “<i>The Crucible</i>,” Act III, 628; “<i>The Crucible</i>,” Act IV, 660; “<i>The Crucible</i>,” (audio), 686; “<i>Antojos</i>,” 722; “<i>Everyday Use</i>,” 764; “<i>Everything Stuck to Him</i>,” 780; “<i>The Leap</i>,” 794; “<i>An Occurrence at Owl Creek Bridge</i>,” 828; “<i>The Jilting of Granny Weatherall</i>,” 842 Teacher Edition Only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: <i>Uncle Tom’s Cabin</i>, <i>The Jungle</i>, <i>A Separate Peace</i>, <i>The Red Badge of Courage</i>) Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 11 myPerspectives ELA National Grade 11>Unit Resources>Units 1-6</p>	<p>D. Range of Reading and Text Complexity</p> <p>18. By the end of the year, read and comprehend literary texts in the grades 11–12 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>				
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Student Edition / Teacher Edition

Examples: First-Read: Nonfiction, 16, 30, 72, 92, 102, 152, 204, 215, 288, 300, 330, 338, 360, 370, 406, 462, 480, 520, 704; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide, 131, 267, 385, 537, 743, 863; Declaration of Independence, 16; Preamble to the Constitution / Bill of Rights, 30; “*Speech in the Convention*”, 40; “*The American Revolution: Visual Propaganda*,” 52; “*America’s Constitution: A Biography*”, 72; “*The United States Constitution: A Graphic Adaptation*”, 82; “*The Interesting Narrative of the Life of Olaudah Equiano*”, 92; “*Letter to John Adams / Dear Abigail*”, 102; “*Gettysburg Address*”, 118; First-Read Guide, Unit 1: 130, Unit 2: 266, Unit 3: 384, Unit 4, Unit 5: 742: 536, Unit 6: 862; Close-Read Guide, Unit 1: 131, Unit 2: 267, Unit 3: 385, Unit 4: 537, Unit 5: 743, Unit 6: 863; The Writing of Walt Whitman, 152; “Great Lives: Emily Dickinson,” 186; “*Nature*” / “*Self-Reliance*,” 204; *Walden* / “*Civil Disobedience*,” 214; “*Innovators and Their Inventions*,” 230; “*What to the Slave Is the Fourth of July?*”, 288; “*Second Inaugural Address*”, 300; “*Perspectives on Lincoln*,” 310; “*Ain’t I a Woman?*”, 330; “*Declaration of Sentiments*”, 338; “*Giving Women the Vote*,” 346; “*Brown v. Board of Education: Opinion of the Court*”, 360; “*Was ‘Brown v. Board’ a Failure?*”, 370; “*Life on the Mississippi*”, 406; “*A Literature of Place*,” 462; “*Dust Tracks on a Road*”, 480; “*Sandburg’s Chicago*,” 502; “*The Way to Rainy Mountain*”, 520; “*Farewell to Manzanar*”, 704; “*Interview with George Takei*,” 716; “*A Brief History of the Short Story*,” 820

19. By the end of the year, read and comprehend informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.

<p>(Continued) Digital Resources: <i>myPerspectives Plus</i>>Digital Library>Trade Book Lesson Plans>Anchor Charts-Grade 11 <i>myPerspectives ELA National Grade 11</i>>Unit Resources>Units 1-6</p>	<p>(Continued) 19. By the end of the year, read and comprehend informational texts in the grades 11-12 text complexity range proficiently, with scaffolding as needed at the high end of the range.</p>						
<p>Writing</p>							
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699 <u>Detailed Points for Bulleted Items</u> Elements of an Argument, 60, 692 Develop a Claim, 61 Gather Evidence, 61, 693 Using Research, 62, 694–695 Notes That Support/Oppose Claim, 63 Organize Your Text, 64 Create Cohesion, 65 Word Choice and Style, 66 Present Your Reasoning, 696 Vocabulary and Tone, 698 Clarifying Relationships, 698 <u>Other Argumentative Writing</u> Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 133–135; Argument, 745–747; Resources Tool Kit, R8–R13</p>	<p>E. Text Types and Purposes 20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented. 						

<p>(Continued)</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-High School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Argument</p>	<p>(Continued)</p> <p>20. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s); establish the significance of the claim(s); distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the argument presented. 				
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<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457 <u>Detailed Points for Bulleted Items</u> Elements of an Informative Essay, 318 Write a Working Thesis, 319 Gather Evidence, 319, 451 Enriching Writing with Research, 320–321, 452–453 Organize Your Essay, 322, 454 Syntax, 323, 455 Technical Vocabulary, 324 Strong Conclusion, 324 Elements of an Explanatory Essay, 450 Formulate a Thesis Statement, 451 Organization, 456 Tone, 456</p> <p><u>Other Informative/Explanatory Writing</u> Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Compare-and-Contrast Essay, 350–351, 378–379, 531; Multimedia Presentation, 508-509; Oral Presentation, 856–857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Research Report, 261; Activities, 90, 125, 261, 430, 478, 720; Resources Tool Kit, R14–R19</p>	<p>21. 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> <ul style="list-style-type: none"> • 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, graphics, and multimedia when useful to aid comprehension. • 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. • 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 					
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<p>(Continued)</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons> Informative/Explanatory-High School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos> Informative/Explanatory Essay</p>	<p>(Continued)</p> <p>21. 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> <ul style="list-style-type: none"> • 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, graphics, and multimedia when useful to aid comprehension. • 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. • 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. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 							
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<p>Student Edition / Teacher Edition</p> <p>Examples: Performance Task: Write a Narrative, 808–815 <u>Detailed Points for Bulleted Items</u> Elements of a Fictional Narrative, 808 Focus on a Conflict, 809 Create a Story Chart, 809 Develop Your Characters, 809 Establish a Point of View, 810 Begin the Story Memorably, 810 Highlight the Conflict, 810 End in a Satisfying, 810 Dialogue, 811 Integrating Sensory Language, 812 Precise Words, 813 Sequence of Events, 814 Conclusion, 814</p> <p><u>Other Narrative Writing</u> Writing to Sources: Narrative Account, 168; Blog Post, 184; Story Element, 213; Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Activities, 192, 308, 808, 859; Resources Tool Kit, R20–R25</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-High School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>	<p>22. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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. Use precise words and phrases, effective details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 				
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	F. Production and Distribution of Writing						
<p>Student Edition / Teacher Edition Examples: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>	<p>23. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>						

<p>Student Edition / Teacher Edition Examples: Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 815; Publishing and Presenting, 67, 199, 325, 457, 701, 815; Activities 430</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>	<p>24. Develop and strengthen writing as needed by planning, revising, trying a new approach, or editing to demonstrate command of all Language standards up to and including grade 12, focusing on addressing what is most significant for a specific purpose and audience.</p>					
<p>Student Edition / Teacher Edition Examples: Writing to Compare: Multimedia Presentation, 508-509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Political Infomercial, 59; Digital Presentation, 247; Activities, 67, 136, 199, 317 TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>	<p>25. Use technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>					

<p>Student Edition / Teacher Edition Examples: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Activities, 261, 318, 826; Conducting Research, R26–R35 Teacher Edition Only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863 Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons-High School</p>	<p>G. Research to Build and Present Knowledge</p> <p>26. 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>				
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<p>Student Edition / Teacher Edition</p> <p>Examples: Analyze Craft and Structure: Primary and Secondary Sources, 115; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Informative Essay, 90–91, 530–531; Multimedia Presentation, 508–509; Narrative Scene, 792; Writing to Sources: Argument, 133-135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Activities, 61, 229, 317, 318, 452, 694; Panel Discussion, 380-381; Conducting Research, R26–R35</p> <p>Teacher Edition Only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-High School>Interactive Research Lesson: Sources and Evidence-High School</p>	<p>27. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA).</p>				
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<p>Student Edition / Teacher Edition</p> <p>Examples: Writing to Sources: Argument, 134–135; Writing to Compare: Informative Essay, 378–379; Compare-and-Contrast Essay, 690–691; Essential Question, 164; Performance-Based Assessment: Informative Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415; Activities, 90, 190, 478, 531, 682, 684, 720</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons <i>myPerspectives ELA National Grade 11</i>>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>	<p>28. Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.</p>				
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	H. Range of Writing							
<p>Student Edition / Teacher Edition Examples: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>	<p>29. Write routinely over extended time frames for research, reflection, and/or revision and shorter time frames for a range of tasks, purposes, and audiences.</p>							

Speaking & Listening							
	I. Comprehension and Collaboration						
<p>Student Edition / Teacher Edition Examples: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627; Activities, 744, 778</p> <p>Digital Resources: myPerspectives Plus>Speaking and Listening>Conversations and Discussions -High School</p>	<p>30. Initiate and effectively participate in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 11 topics, texts, and issues, building on others’ ideas and expressing ideas clearly and persuasively.</p> <ul style="list-style-type: none"> • 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. • Work with peers to promote civil, democratic discussions and decision-making; establish clear goals, deadlines, and individual roles as needed. • 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. • 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>Student Edition / Teacher Edition Examples: <i>The Crucible</i> (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Presentation, 508-509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390</p> <p>Digital Resources: myPerspectives ELA National Grade 11>Unit Resources>Video Library myPerspectives Plus>Speaking and Listening> Evaluating Presentations -High School</p>	<p>31. Integrate multiple sources of information presented in diverse formats and media 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>Student Edition / Teacher Edition Examples: Speaking and Listening: Video Recording 51; Oral Presentation, 117; Class Discussion, 185; Reading and Discussion, 309; Debate, 449; Small-Group Performance Task: 263; also see: Media Features: <i>from Great Lives: Emily Dickenson</i>, 186–191; <i>Giving Women the Vote</i>, 346–349; Activities, 50, 124, 298, 349, 719</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening> Evaluating Presentations -High School</p>	<p>32. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>						
<p>J. Presentation of Knowledge and Ideas</p>							
<p>Student Edition / Teacher Edition Examples: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449; Explanatory Talk, 532; Political Infomercial, 59; Storytelling Session, 868; Oral Presentation, 117, 169, 491; Activities, 38; Activities, 234, 272, 543, 684, 748, 806</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening</p>	<p>33. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>						

<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Video Recording, 51; Multimedia Presentation, 508-509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Storytelling Session, 868; Activities, 50, 246, 316</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Giving a Presentation-High School</p>	<p>34. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>						
<p><u>Student Edition / Teacher Edition</u> <u>Examples:</u> Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Speaking and Listening, 29, 39, 51, 59, 117, 169, 185, 229, 235, 299, 309, 317, 359, 449, 491, 627, 685, 779, 793, 807; Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Activities, 168, 184, 272, 491, 792, 856</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions>Evaluating Presentations>Giving a Presentation-High School</p>	<p>35. Adapt speech to a variety of contexts and tasks, demonstrating command of Language standards up to and including grade 11, as well as formal English, when indicated or appropriate.</p>						

Language							
		K. Conventions of Standard English					
<p>Student Edition / Teacher Edition Examples: <u>Usage</u> Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Varying Syntax for Effect, 841; Activities, 26, 36, 599, 776 Teacher Edition Only: Analyze Syntax, 18; Understand Regional Dialect, 420</p> <p><u>Complex or Contested Usage</u> Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776; Activities, 26</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons</p>		<p>36. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references as needed. 					
<p>Student Edition / Teacher Edition Examples: <u>Hyphenation</u> Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66</p> <p><u>Spell</u> Editing/ Proofreading, 67, 199, 324–325, 457, 699, 815; Activities, 91, 191, 531, 691, 721; Grammar Handbook, R66–R67</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons>Punctuation: Hyphen</p>		<p>37. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly, using reference materials as needed. 					

	L. Knowledge of Language							
<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Vary syntax</u> Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Dialect, 777; Varying Syntax for Effect, 841; Whole-Class Performance Task: Syntax: Sentence Patterns, 323; Activities, 26, 48, 212, 455, 776 Teacher Edition Only: Analyze Syntax, 18</p> <p><u>Knowledge of Language</u> Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Poetry of Emily Dickinson: 185; Noun Phrases and Verb Phrases, 297; Use of Words and Phrases, 336; Structure of an Analytical Argument, 368, 376; Sentence Variety, 447; Dialect, 777; Pronouns and Antecedents, 791; Varying Syntax for Effect, 841; Speaking and Listening, 185; Activities, 212, 296, 306, 336, 369, 377, 446, 599, 790</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions> Interactive Grammar Practice</p>	<p>38. 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.</p> <ul style="list-style-type: none"> • Vary syntax for effect by consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 							

<p>Student Edition / Teacher Edition</p> <p>Examples:</p> <p><u>Context Clues</u> Context Clues, 72, 102, 204, 236, 330, 338, 370, 462, 492, 510, 520, 722, 820, 824, 828; Practice, 98, 114, 122, 343, 367, 713, 734; also see: Word Network, 7, 143, 279, 397, 549, 753</p> <p>Teacher Edition Only: Concept Vocabulary, 104, 106, 109, 120, 208, 239, 240, 253, 331, 340, 341, 362, 465, 466, 482, 513, 524, 725, 729, 823; Vocabulary Development, 94; Context Clues, 361</p> <p><u>Word Changes</u> Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author's Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 360, 480, 704, 842; Conventions and Style, 183; Activities, 416, 469, 527, 713, 842</p> <p><u>Reference Materials</u> Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27; Activities, 625, 813</p> <p>Teacher Edition Only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239</p> <p><u>Initial Determination of Words</u> Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Study, 36, 48, 98, 166, 296, 416, 680, 713; Concept Vocabulary, 330; Activities, 118</p>	<p>M. Vocabulary Acquisition and Use</p> <p>39. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, etymology, or standard usage. • Verify the initial determination of the meaning of a word or phrase. 				
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<p>(Continued)</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Context Clues <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Word Study Worksheets>Greek and Latin Roots and Affixes Lessons</p>	<p>(Continued)</p> <p>39.Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • Use context a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. • Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, etymology, or standard usage. • Verify the initial determination of the meaning of a word or phrase. 				
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<p>Student Edition / Teacher Edition</p> <p>Examples: <u>Figures of Speech</u> Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855; Activities, 426 Teacher Edition Only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Analyze Metaphors, 637; Interpret Personification, 172; Examine Literary Allusions, 241; Close Read, 174; Poetry Research, 179; How Language Works, 259; Figures of Speech, 455; Analyze Rhetoric, 289, 332</p> <p><u>Nuances in the Meaning of Words</u> Word Study: Synonyms and Nuances, 306; Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431 Teacher Edition Only: Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor</p>	<p>40. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • Interpret figures of speech in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations. 				
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<p>Student Edition / Teacher Edition</p> <p>Examples: Unit Goals, 4, 140, 276, 394, 546, 752; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719; Activities, 533</p> <p>Teacher Edition Only: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study</p>	<p>41. Acquire and accurately use 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>					
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