

A Correlation of



Grade 11, ©2017

To the

**Colorado Academic Standards
Reading, Writing, and Communicating
Grade 11**

A Correlation of myPerspectives, Grade 11 to the Colorado Academic Standards, Reading, Writing, and Communicating

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate-and defend-their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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Colorado Academic Standards 2020	myPerspectives Grade 11
11-12 - Eleventh / Twelfth Grade Band	
(RW.11-12.1) Oral Expression and Listening	
(RW.11-12.1.1) Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.	SE/TE: 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
(RW.11-12.1.1.a) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
(RW.11-12.1.1.a.i) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: Performance Task: Panel Discussion: Plan with Your Group, 380; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Whole-Class Discussion, 627; Partner Discussion, 779; Reflect on the Unit, 869
(RW.11-12.1.1.a.ii) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: Speaking and Listening: Discussion, 229; Small-Group Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Give an Explanatory Talk, 532; Performance Task: Panel Discussion, 380–381
(RW.11-12.1.1.a.iii) 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.	SE/TE: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Small-Group Performance Task: Present an Argument, 738; Present a Narrative, 858; Performance Task: Panel Discussion, 380–381

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(RW.11-12.1.1.a.iv) 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.	SE/TE: Performance Task: Panel Discussion, 380–381; Speaking and Listening: Discussion, 229; Group Discussion, 359; Debate, 449
(RW.11-12.1.1.b) Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	SE/TE: <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 <u><i>Additional Resources</i></u> Common Core Companion, 286–289
(RW.11-12.1.1.c) 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.	SE/TE: 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 <u><i>Additional Resources</i></u> Common Core Companion, 290–296

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(RW.11-12.1.2) Integrate credible, accurate information into appropriate media and formats to meet an audience’s needs.	
(2) Deliver effective oral presentations for varied audiences and varied purposes.	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 297–303</p>
(RW.11-12.1.2.a) 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>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 297–303</p>
(RW.11-12.1.2.b) Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 304–305</p>

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(RW.11-12.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 306–312</p>
(RW.11-12.2) Reading for All Purposes	
(RW.11-12.2.1) Interpret and evaluate complex literature using various critical reading strategies.	
(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.	<p>SE/TE: 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</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p>

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(Continued)	(Continued) TE only: Integrating Trade Books with <i>myPerspectives</i> , T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage) <u><i>Additional Resources</i></u> Common Core Companion, 82–87
(RW.11-12.2.1.a) Use Key Ideas and Details to:	
(RW.11-12.2.1.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	SE/TE: 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 TE 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 <u><i>Additional Resources</i></u> Common Core Companion, 2–14
(RW.11-12.2.1.a.ii) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	SE/TE: 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 TE 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 <u><i>Additional Resources</i></u> Common Core Companion, 15–27

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<p>(RW.11-12.2.1.a.iii) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>SE/TE: 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</p> <p>TE 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</p> <p><u>Additional Resources</u> Common Core Companion, 28–40</p>
<p>(RW.11-12.2.1.b) Use Craft and Structure to:</p> <p>(RW.11-12.2.1.b.i) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>SE/TE: 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</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p> <p><u>Additional Resources</u> Common Core Companion, 41–53</p>

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(RW.11-12.2.1.b.ii) Analyze how an author’s choices concerning how to structure specific parts of a text (for example: the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	<p>SE/TE: 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</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 54–60</p>
(RW.11-12.2.1.b.iii) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement).	<p>SE/TE: 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</p> <p>TE only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p> <p><u>Additional Resources</u> Common Core Companion, 61–67</p>
(RW.11-12.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.11-12.2.1.c.i) By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.)	<p>SE/TE: 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: The Crucible), 686–689; Critical Review, 690–691</p> <p><u>Additional Resources</u> Common Core Companion, 68–74</p>

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(RW.11-12.2.1.c.ii) By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<p>SE/TE: 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><u>Additional Resources</u> Common Core Companion, 22–27, 82–83</p>
(RW.11-12.2.1.d) Use Range of Reading and Complexity of Text to:	
(RW.11-12.2.1.d.i) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>SE/TE: 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</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage)</p> <p><u>Additional Resources</u> Common Core Companion, 82–87</p>

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<p>(RW.11-12.2.1.d.ii) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>SE/TE: 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</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage)</p> <p><u>Additional Resources</u> Common Core Companion, 82–87</p>
<p>(RW.11-12.2.2.a) Use Key Ideas and Details to:</p> <p>(RW.11-12.2.2.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: 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</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 90–102</p>

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(RW.11-12.2.2.a.ii) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p>SE/TE: 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>TE only: Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</p> <p><u>Additional Resources</u> Common Core Companion, 103–115</p>
(RW.11-12.2.2.a.iii) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p>SE/TE: 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</p> <p>TE only: Analyzing Sequence, 373</p> <p><u>Additional Resources</u> Common Core Companion, 116–122</p>
(RW.11-12.2.2.a.iv) Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).	<p>SE/TE: from What to the Slave Is the Fourth of July?: 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 “Brown v. Board” 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</p> <p>TE only: Analyze Arguments, 291</p> <p><u>Additional Resources</u> Common Core Companion, 163–169</p>

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(RW.11-12.2.2.a.v) Predict the impact an informational text will have on an audience and justify the prediction.	<p>SE/TE: Analyze Craft and Structure: Author’s Purpose, Rhetoric, 47; Author’s Choices: Rhetoric, 80; Effective Rhetoric, 335; 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;</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 143–155</p>
(RW.11-12.2.2.b) Use Craft and Structure to:	
(RW.11-12.2.2.b.i) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (for example: how Madison defines “faction” in Federalist No. 10).	<p>SE/TE: 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</p> <p>TE only: Domain Specific Words, 627</p> <p><u>Additional Resources</u> Common Core Companion, 123–135</p>

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(RW.11-12.2.2.b.ii) 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>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</p> <p>TE only: Analyze Arguments, 291</p> <p><u>Additional Resources</u> Common Core Companion, 136–142</p>
(RW.11-12.2.2.b.iii) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<p>SE/TE: 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;</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 143–155</p>

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(RW.11-12.2.2.c) Use Integration of Knowledge and Ideas to:	
(RW.11-12.2.2.c.i) Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem.	<p>SE/TE: 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><u>Additional Resources</u> Common Core Companion, 156–162</p>
(RW.11-12.2.2.c.ii) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade.	<p>SE/TE: from What to the Slave Is the Fourth of July?: 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 “Brown v. Board” 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</p> <p>TE only: Analyze Arguments, 291</p> <p><u>Additional Resources</u> Common Core Companion, 163–169</p>
(RW.11-12.2.2.c.iii) Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade.	<p>SE/TE: Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; Letter to John Adams/from Dear Abigail: 114, 115; from Nature/from Self-Reliance: 213; Second Inaugural Address: 304, 305; Declaration of Sentiments: 338, 343; The Notorious Jumping Frog of Calaveras County: 431</p> <p><u>Additional Resources</u> Common Core Companion, 170–176</p>

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(RW.11-12.2.2.d) Use Range of Reading and Complexity of Text to:	
(RW.11-12.2.2.d.i) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>SE/TE: 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</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Declaration of Independence, 16; Preamble to the Constitution/The Bill of Rights, 30; Speech in the Convention, 40; The American Revolution: Visual Propaganda, 52; from America’s Constitution: A Biography, 72; from The United States Constitution: A Graphic Adaptation, 82; from The Interesting Narrative of the Life of Olaudah Equiano, 92; Letter to John Adams/from Dear Abigail, 102; The Gettysburg Address, 118; The Writing of Walt Whitman, 152; Innovators and Their Inventions, 230; from What to the Slave Is the Fourth of July?, 288; Second Inaugural Address, 300; Ain’t I a Woman?, 330; from Life on the Mississippi, 406; A Literature of Place, 462; from Dust Tracks on a Road, 480; from The Way to Rainy Mountain, 520, 528; Antojos, 722; A Brief History of the Short Story, 820; An Occurrence at Owl Creek Bridge, 828</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>

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<p>(RW.11-12.2.2.d.ii) By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p>SE/TE: 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</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Declaration of Independence, 16; Preamble to the Constitution/The Bill of Rights, 30; Speech in the Convention, 40; The American Revolution: Visual Propaganda, 52; from America’s Constitution: A Biography, 72; from The United States Constitution: A Graphic Adaptation, 82; from The Interesting Narrative of the Life of Olaudah Equiano, 92; Letter to John Adams/from Dear Abigail, 102; The Gettysburg Address, 118; The Writing of Walt Whitman, 152; Innovators and Their Inventions, 230; from What to the Slave Is the Fourth of July?, 288; Second Inaugural Address, 300; Ain’t I a Woman?, 330; from Life on the Mississippi, 406; A Literature of Place, 462; from Dust Tracks on a Road, 480; from The Way to Rainy Mountain, 520, 528; Antojos, 722; A Brief History of the Short Story, 820; An Occurrence at Owl Creek Bridge, 828</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>
<p>(RW.11-12.2.3) Understand how language influences the comprehension of narrative, argumentative, and informational texts.</p>	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>
<p>(5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.</p>	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>

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(RW.11-12.2.3.a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	
(RW.11-12.2.3.a.i) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: 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>TE 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>Additional Resources</u> Common Core Companion, 324–325</p>
(RW.11-12.2.3.a.ii) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable).	<p>SE/TE: 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><u>Additional Resources</u> Common Core Companion, 326–327</p>
(RW.11-12.2.3.a.iii) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<p>SE/TE: 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</p> <p>TE only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239</p> <p><u>Additional Resources</u> Common Core Companion, 328–329</p>
(RW.11-12.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Study, 36, 48, 98, 166, 296, 416, 680, 713; Concept Vocabulary, 330</p> <p><u>Additional Resources</u> Common Core Companion, 330–331</p>

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(RW.11-12.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.11-12.2.3.b.i) Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text.	<p>SE/TE: 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</p> <p>TE 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>Additional Resources</u> Common Core Companion, 332–333</p>
(RW.11-12.2.3.b.ii) Analyze nuances in the meaning of words with similar denotations.	<p>SE/TE: Word Study: Synonyms and Nuances, 306; Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431</p> <p>TE only: Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814</p> <p><u>Additional Resources</u> Common Core Companion, 334–335</p>

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(RW.11-12.2.3.c) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 397, 549, 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</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 336–337</p>
(RW.11-12.3) Writing and Composition	
(RW.11-12.3.1) Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases.	
(6) Craft arguments using techniques specific to the genre.	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p><u>Additional Resources</u> Common Core Companion, 185–195</p>
(RW.11-12.3.1.a) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
(RW.11-12.3.1.a.i) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	<p>SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Prewriting, 61, 693; Drafting, 64; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 186</p>

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(RW.11-12.3.1.a.ii) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.	<p>SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Research, 62–63, 694–695; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 187, 189</p>
(RW.11-12.3.1.a.iii) Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p>SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Whole-Class Performance Task: Elements of an Argument, 60, 692; Create Cohesion: Tense Sequence, 65; Word Choice and Style, 66; Drafting, 696; Vocabulary and Tone, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 189</p>
(RW.11-12.3.1.a.iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Evaluating Your Draft, 66, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 190</p>
(RW.11-12.3.1.a.v) Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Whole-Class Performance Task: Elements of an Argument, 60, 692; Drafting, 64; Revising, 66, 695; Writing to Sources: Argument, 28, 684; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p> <p><u>Additional Resources</u> Common Core Companion, 191</p>

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(RW.11-12.3.2) Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	<p>SE/TE: Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; 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; Resources Tool Kit, R14–R19</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 196–207</p>
(RW.11-12.3.2.a) 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.	
(RW.11-12.3.2.a.i) 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 (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension.	<p>SE/TE: Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319, 451; Drafting, 454; Performance-Based Assessment: 387, 388, 389, 539, 540, 541</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 196</p>
(RW.11-12.3.2.a.ii) 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.	<p>SE/TE: Informative Writing, 38; Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319; Drafting, 322, 452; Using Research, 452–453; Performance-Based Assessment, 388, 389, 540, 541</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 197</p>

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(RW.11-12.3.2.a.iii) 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.	<p>SE/TE: Whole-Class Performance Task: Syntax: Sentence Patterns, 323; Add Variety: Vary Syntax, 455; Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541</p> <p><u>Additional Resources</u> Common Core Companion, 201</p>
(RW.11-12.3.2.a.iv) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<p>SE/TE: Whole-Class Performance Task: Revising, 324, Elements of an Explanatory Essay, 450; Performance-Based Assessment, 388, 389, 540, 541</p> <p><u>Additional Resources</u> Common Core Companion, 202</p>
(RW.11-12.3.2.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Elements of an Explanatory Essay, 450; Evaluating Your Draft, 456; Informational Paragraph, 298; Performance-Based Assessment: 388, 389, 540, 541</p> <p><u>Additional Resources</u> Common Core Companion, 203</p>
(RW.11-12.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic).	<p>SE/TE: Elements of an Informational Text, 318; Elements of an Explanatory Essay, 450; Drafting, 322, Revising, 324; Organize Your Essay, 454; Performance-Based-Assessment, 388, 389, 540, 541</p> <p><u>Additional Resources</u> Common Core Companion, 202</p>

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(RW.11-12.3.3) Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.	
(8) Craft narratives using techniques specific to the genre.	<p>SE/TE: Performance Task: Write a Narrative, 808–815; 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; Resources Tool Kit, R20–R25</p> <p><u>Additional Resources</u> Common Core Companion, 209</p>
(RW.11-12.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
(RW.11-12.3.3.a.i) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>SE/TE: Writing to Sources: Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Prewriting, 193, 809; Drafting 194, 810; Vary Syntax, 455; Performance-Based Assessment: Review Evidence for a Personal Narrative, 269; Review Notes for a Narrative, 865</p> <p><u>Additional Resources</u> Common Core Companion, 210</p>
(RW.11-12.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>SE/TE: Writing to Sources: Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Write It, 198, 808, Add Variety: Dialogue, 811; Revising, 814; Integrating Sensory Language, 812–813</p> <p><u>Additional Resources</u> Common Core Companion, 213</p>

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(RW.11-12.3.3.a.iii) 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 (for example, a sense of mystery, suspense, growth, or resolution).	<p>SE/TE: Writing to Sources: Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810</p> <p><u>Additional Resources</u> Common Core Companion, 212</p>
(RW.11-12.3.3.a.iv) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p>SE/TE: Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Add Variety: Precise Words and Phrases, 195; Revising, 196; Integrating Sensory Language, 812–813; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 778; Narrative Scene, 792; Anecdote, 806</p> <p><u>Additional Resources</u> Common Core Companion, 214</p>
(RW.11-12.3.3.a.v) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p>SE/TE: Writing to Sources: Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810; Revising, 814</p> <p><u>Additional Resources</u> Common Core Companion, 215</p>
(RW.11-12.3.3.a.vi) Select and use stylistic devices to craft engaging and effective text.	<p>SE/TE: Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Add Variety: Precise Words and Phrases, 195; Revising, 196; Integrating Sensory Language, 812–813; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 778; Narrative Scene, 792; Anecdote, 806</p> <p><u>Additional Resources</u> Common Core Companion, 214</p>

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(RW.11-12.3.4) Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	<p>SE/TE: 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><i>Additional Resources</i> Common Core Companion, 219–225</p>
(RW.11-12.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.11-12.3.4.a.i) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<p>SE/TE: 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</p> <p>TE only: Analyze Syntax, 18; Understand Regional Dialect, 420</p> <p><i>Additional Resources</i> Common Core Companion, 314–315</p>
(RW.11-12.3.4.a.ii) Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776</p> <p><i>Additional Resources</i> Common Core Companion, 316–317</p>

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(RW.11-12.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.11-12.3.4.b.i) Observe hyphenation conventions.	<p>SE/TE: Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66</p> <p><i>Additional Resources</i> Common Core Companion, 318–319</p>
(RW.11-12.3.4.b.ii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.	<p>SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Grammar Handbook, R66–R67</p> <p><i>Additional Resources</i> Common Core Companion, 320–321</p>
(RW.11-12.3.4.c) 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.	
(RW.11-12.3.4.c.i) Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p>SE/TE: 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</p> <p>TE only: Analyze Syntax, 18</p> <p><i>Additional Resources</i> Common Core Companion, 322–323</p>
(RW.11-12.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.)	<p>SE/TE: 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</p> <p>TE only: Analyze Syntax, 18</p> <p><i>Additional Resources</i> Common Core Companion, 322–323</p>

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(RW.11-12.3.4.e) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 226–232</p>
(RW.11-12.3.4.f) Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p>SE/TE: 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</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p> <p><u>Additional Resources</u> Common Core Companion, 233–239</p>
(RW.11-12.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>SE/TE: 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, 134–135–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p><u>Additional Resources</u> Common Core Companion, 269–276</p>

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(RW.11-12.4) Research Inquiry and Design	
(RW.11-12.4.1) Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	<p>SE/TE: 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, 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; Conducting Research, R26–R35</p> <p>TE 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><u>Additional Resources</u> Common Core Companion, 247–260</p>

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<p>(RW.11-12.4.1.a) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: 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, 134–135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p>TE 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><u><i>Additional Resources</i></u> Common Core Companion, 240–246</p>

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(RW.11-12.4.1.b) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	<p>SE/TE: 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, 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; Conducting Research, R26–R35</p> <p>TE 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><i>Additional Resources</i> Common Core Companion, 247–260</p>
(RW.11-12.4.1.c) Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.	<p>SE/TE: Assessing strengths and limitations, 320; Research used effectively, 452; Evaluating sources for, 694</p> <p><i>Additional Resources</i> Common Core Companion, 247–260</p>
(RW.11-12.4.1.d) Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<p>SE/TE: Avoiding plagiarism, Citations, 320; Conducting Research, R26–R35</p> <p><i>Additional Resources</i> Common Core Companion, 247–260</p>

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(RW.11-12.4.1.e) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.11-12.4.1.e.i) Apply grades 11-12 Reading standards to literature (for example: “Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	<p>SE/TE: Writing to Compare: Compare-and-Contrast Essay, 690–691; Essential Question, 164; Performance-Based Assessment: Informative Essay, 388–389</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 261–264</p>
(RW.11-12.4.1.e.ii) Apply grades 11-12 Reading standards to literary nonfiction (for example: “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]”).	<p>SE/TE: Writing to Compare: Informative Essay, 378–379; Performance-Based Assessment, Writing to Sources: Argument, 134-135–135; Informative Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 265–268</p>