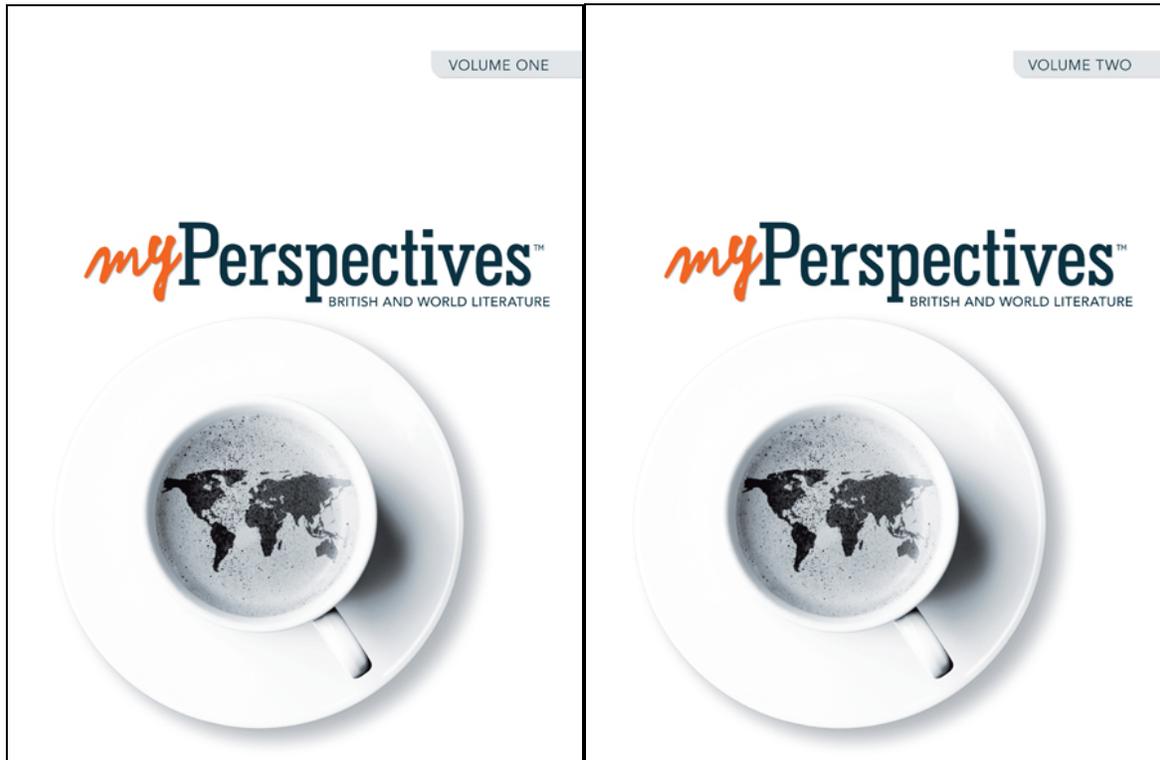


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To the

EQIP Rubric
for Lessons & Units: ELA
Grade 12

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the criteria of the **EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Table of Contents

I. Alignment to the Depth of the CCSS	4
II. Key Shifts in the CCSS	12
III. Instructional Supports	20
IV. Assessment.....	32

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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I. Alignment to the Depth of the CCSS	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> • Targets a set of grade-level CCSS ELA/Literacy standards. 	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition frontmatter. (See <i>Grade 12 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development. These CCS standards are identified on the Lesson Resources page of the Teacher Edition (e.g. pages 16B and 190B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 190, 194, and 196).</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><i>myPerspectives+</i>:</p> <ul style="list-style-type: none"> • Standards Practice: Common Core Companion Workbook

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<p>• Includes a clear and explicit purpose for instruction.</p>	<p>Using <i>myPerspectives</i>, instructors can follow a clear, consistent unit design that begins with clear Unit Goals. The Launch Text commonly appears at the advent of a unit. The text is utilized to address the topic within a unit, facilitates student discussion, and introduces a writing model that will be reintroduced performance-based assessments. For examples see:</p> <p>SE/TE: Unit Goals, 4, 114, 238, 414, 540, 678; Launch Text: Argument Model, Unit 3: 240; Text: Narrative Model, Unit 5: 542</p> <p>Students then engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text, close study of concept vocabulary, and context clues. For examples see:</p> <p>SE/TE: Comprehension Check, 80, 90; Close Read the Text, 81, 91; Concept Vocabulary, 81, 91; Analyze Craft and Structure, 82, 92; Conventions and Style, 8, 933; Speaking and Listening, 159, 189; Research, 635; Writing to Sources, 99, 158</p> <p>In addition, digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Unit and Student Modeling Videos <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Graphic Organizers & Rubrics

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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<p>• Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A.</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Grade 12 Selections	Lexile Score
A World of Heroes	1050
The Battle of Maldon	NP
Defending Nonviolent Resistance	1390
The New Psychology of Leadership	1360
Pericles' Funeral Oration	1250
Speech Before Her Troops	1150
Accidental Hero	820
To Lucasta, on Going to the Wars	NP
The Charge of the Light Brigade	NP
The Song of the Mud	NP
Dulce et Decorum Est	NP
How Did Harry Patch Become an Unlikely WW1 Hero?	1120
from Beowulf	NP
from Beowulf	NA
Standing Up to Absolute Power	1030
An Interview with Benjamin Zephaniah	NA
from The Rape of the Lock	NA
What We Mean When We Say the People	1260
Inequality and the Crisis: Still Pre-Occupied	1220
Today's Pygmy Protesters Are No Heirs to Martin Luther King	1110
Poetry of Benjamin Zephaniah	980
from Candide	950
Occupy LSX May Be Gone, but the Movement Won't Be Forgotten	940
from Midsummer, XXIII	NP
Passenger Manifest for the MV Empire Windrush	NP
from The Worms of the Earth Against the Lions from A Distant Mirror	1370
On Seeing England for the First Time	1190
Shakespeare's Sister	1120
The Prologue from The Canterbury Tales	NP
Prologue from The Canterbury Tales, The Remix	NP
Better Never to Have Met at All	950
from Oedipus Rex	NP
from Macbeth: The Graphic Novel	NA
Ozymandias	NP
Why Brownlee Left	NP
Man's Short Life and Foolish Ambition	NP
Does Time Pass?	1160
What's Your Time Perspective?	1100
The Lagoon	1010
Sonnet 12	NP
Sonnet 60	NP
Sonnet 73	NP
Sonnet 32	NP
Sonnet 75	NP

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Grade 12 Selections	Lexile Score
The Naked Babe and the Cloak of Manliness from The Well Wrought Urn	1130
Macbeth from Shakespeare's Language	1090
The Tragedy of Macbeth, Act V, Scene i	NA
The Tragedy of Macbeth, Act V, Scene i	NA
The Tragedy of Macbeth, Act I - V	NP
The Assignment of My Life	1070
The Lamb	NP
The Tyger	NP
The Chimney Sweeper	NP
Surface Textures	1440
How Dreams Work	1210
from Pilgrim's Progress	1100
from The Pillow Book	1060
Sleep	940
To His Coy Mistress	NP
To the Virgins, to Make Much of Time	NP
Youth's the Season Made for Joys	NP
The Second Coming	NP
The Explosion	NP
Old Love	NP
from the Divine Comedy: Inferno	1170
Araby	950
Gulliver's Travels Cover Art	NA
A Valediction: Forbidding Mourning	NP
Holy Sonnet 10	NP
from Gulliver's Travels Among the Lilliputians and the Giants	1310
from Gulliver's Travels	1310
Early Dismissal	1200
from Time and Free Will	1320
Seeing Narcissists Everywhere	1310
from The Portrait of a Lady	1230
A Year in a Word: Selfie	1130
Apostrophe to the Ocean from Childe Harold's Pilgrimage	NP
The World Is Too Much with Us	NP
London, 1802	NP
When Memories Never Fade, the Past Can Poison the Present	NP
The Madeleine from Remembrance of Things Past	1440
The Most Forgetful Man in the World from Moonwalking with Einstein	1050
from Mrs. Dalloway	780
Lines Composed a Few Miles Above Tintern Abbey from The Prelude	NP
Ode to a Nightingale	NP
Ode to the West Wind	NP
from Frankenstein	1040

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Grade 12 Selections	Lexile Score
Home Away from Home	1120
Home Thoughts, From Abroad	NP
St. Crispin's Day from Henry V, Act IV, Scene iii	NP
What Does It Mean to Be Quintessentially British?	1180
from Writing as an Act of Hope	1040
My Old Home	1030
The Seafarer	NP
Dover Beach	NP
Escape from the Old Country	NP
The Widow at Windsor	NP
From Lucy: Lovely Englan' Lady	NP
from History of Jamaica	1380
from A History of the English Church and People	1240
from The Buried Giant	1240
from Kazuo Ishiguro: My Own Private Japan	1130
Shooting an Elephant	1060
Back to My Own Country: An Essay	900

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

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<i>A unit or longer lesson should:</i>	
<ul style="list-style-type: none"> • Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. 	<p>At the 12th grade level, in <i>myPerspectives</i>, materials include a Launch Text that facilitates group learning. Two or more texts facilitate whole group and small group learning, and include text that corresponds with performance-based tasks.</p> <p>Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions.</p> <p>At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with Closer Look and Close Read the Text activities.</p> <p>See the following examples of discussion and writing opportunities:</p> <p>SE/TE: Comprehension, Analyze the Text, and Analyze Craft and Structure (examples), 43-45, 80-82, 153-155, 276-277, 499-501; Writing to Compare, 164-165, 358-359, 458-459; Speaking and Listening: Role-Play, 189, 279; Reader's Theater, 224-225; Poetry Reading, 525; Performance-Based Assessment: Dramatic Reading, 536</p> <p>TE only: Closer Look, 136, 143, 263</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p>myPerspectives+:</p> <ul style="list-style-type: none"> • Writing & Research Center • Speaking & Listening Center

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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<p>• (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</p>	<p>In <i>myPerspectives</i>, students read texts that represent exploration of a wide variety of genres, disciplines and subjects. Examples include the following:</p> <p>Historical Perspectives, 122–127 Historical Account: from <i>The Worms of the Earth Against the Lions</i>, page 179 Public Documents: <i>Passenger Manifest for the MV Empire Windrush</i>, page 217 Literary Criticism: from <i>The Naked Babe and the Cloak of Manliness</i>, 386</p> <p>Related activities, especially research related projects and assignments, deepen connections between readings and the real world and a range of disciplines. For examples, see the following:</p> <p>SE/TE: Research: Research Report, 635; Annotated Timeline, 503; Research Plan, 223; Research to Clarify, 211, 379, 619, 763; Research to Explore, 153, 193, 330, 511, 660; Research Handbook, R26-R36 TE only: Challenge: Heroic Moments, 41; Research topics, 221; Digital Perspectives: Enriching the Text, 57; Cross-Curricular Perspectives: Humanities, 128</p> <p>In addition, <i>myPerspectives</i> digital resources and tools provide access to a wide range of cross-disciplinary materials.</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Multimedia selections <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Downloadable lesson resources <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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II. Key Shifts in the CCSS	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<p>• Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</p>	<p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through Unit Goals (see pages 4, 114, 238, 414, 540, 678) and a modeled Launch Text (see pages 6, 116, 240, 416, 542, 680). The Launch Text provides students with a common starting point to address the unit topic. After reading the Launch Text, all students will be able to participate in discussions texts and deepen their reading as they interact and engage closely with unit selections.</p> <p>Text evidence and close reading skills and activities instruction include the following features and structures:</p> <p>Every main selection is followed up with post reading questions and a writing activity in the Making Meaning, Language Development, and Effective Expression portions of the lessons. Close Read the Text and Analyze the Text features (for examples, see pages 222, 512, and 522) require students to analyze the text, make valid claims, and reply using evidence from the text. The Analyze Craft and Structure feature include practice in which students pull evidence from the selection they just read (for examples, see pages 294, 312, and 433).</p> <p>Students are required to complete Writing to Sources writing assignments focused on the thought-provoking theme or topic they have explored (for examples, see pages 158, 295, and 450). These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent Speaking and Listening activities require students to complete an assignment and collaborate.</p>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p>	<p>At the 12th grade level, in <i>myPerspectives</i>, selections in the Whole-Class and Small-Group Learning segments are followed by text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses.</p> <p>Every main selection is followed up with post reading questions and a writing activity in the Making Meaning, Language Development, and Effective Expression portions of the lessons. Close Read the Text and Analyze the Text features (for examples, see pages 222, 512, and 522) require students to analyze the text, make valid claims, and reply using evidence from the text. The Analyze Craft and Structure feature include practice in which students pull evidence from the selection they just read (for examples, see pages 294, 312, and 433).</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. The CCS standards covered are listed on the Lesson Resources page of the teacher's edition (e.g. page 198B) and at point of use on the student edition pages (e.g. pages 198, 212, and 214).</p>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

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<p>• Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p>	<p>At the 12th grade level, in <i>myPerspectives</i>, following each selection are close reading activities. Here you will find Writing to Sources features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text, and to support all responses with text evidence.</p> <p>In addition, each unit contains a set of paired readings or readings paired with Media in the Compare feature. Those readings are followed by Writing to Compare assignments which are text-dependent and require students to draw evidence from the text.</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks.</p> <p>SE/TE: Writing to Sources: Comparison-and-Contrast Essay, 48, 515; Critical Analysis, 99; Narrative Scene, 436; Satiric Narrative, 450; Writing to Compare, 458-459, 488-489, 582-583; Performance Task: Write an Argument, 62-69, 360-367; Write an Explanatory Essay, 166-173; Write a Personal Narrative, 604-611; Write an Informative Essay, 718-725; Performance-Based Assessment, Argument Essay, 108-109; Explanatory Essay, 232-233</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Academic Vocabulary: Focuses on building students’ academic vocabulary in context throughout instruction.</p>	<p>In <i>myPerspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications.</p> <p>In the Unit Introduction, students are introduced to Academic Vocabulary that are connected to the unit goals and readings. More targeted words precede and follow nearly every selection in the Concept Vocabulary feature, which is paired with Word Study (after the readings).</p> <p>SE/TE: Academic Vocabulary, 5, 415, 679; Concept Vocabulary (examples), 331, 334, 350, 372, 380, 384, 480</p> <p>In addition, <i>myPerspectives</i> digital resources and tools optimize use of technology to provide additional vocabulary work. See the following:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Interactive lessons <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Academic Vocabulary & Word Study Center

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<i>A unit or longer lesson should:</i>	
<p>• Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>TE: Text Complexity Rubrics (examples), 228A, 296C, 372C, 384C</p> <p>Please Note: Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. See the Lexile chart provided above.</p>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit. For examples of this thematically joined unit structure, see the following pages:</p> <p>SE/TE: Unit Introduction, 3, 138, 274, 392, 544, 750</p> <p>Also note how the digital resources support this structure and provide additional materials for building disciplinary knowledge:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Unit and Student Modeling Videos • Interactive lessons <p>Interactive Teacher’s Edition with:</p> <ul style="list-style-type: none"> • Annotation models • Downloadable lesson resources <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

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<p>• Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program.</p> <p>The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic.</p> <p>See the table of contents and unit introduction pages for listings of selections identified by genre and relationship to other readings:</p> <p>SE/TE: Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 138, 274, 392, 544, 750</p> <p>Also note how the digital resources support this structure and provide informational and literary texts:</p> <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>Selections are accompanied by one or more writing assignments, the majority of Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one Writing to Sources activity each week. These assignments are designed for students to learn and use the full range of writing process elements.</p> <p>In addition, each unit contains a set of paired readings or readings paired with Media in the Compare feature. Those readings are followed by Writing to Compare assignments which are text-dependent and require students to draw evidence from the text. These lessons also teach the writing process.</p> <p><i>myPerspectives</i> provides numerous opportunities for students to perform research. Research to Clarify and Research to Explore are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit.</p> <p>SE/TE: Performance Task: Write an Argument, 62-69, 360-367; Write an Explanatory Essay, 166-173; Present an Argument, 400-401; Present a Panel Discussion, 768-769; Performance-Based Assessment: Argumentative Essay, 108-109; Informative Essay, 776-777; Oral Presentation, 623; Podcast, 757; Research: Research Report, 635; Annotated Timeline, 503; Research Plan, 223; Research to Clarify, 211, 379, 619, 763; Research to Explore, 153, 193, 330, 511, 660; Research Handbook, R26-R36</p> <p>Also note how the digital resources support writing instruction:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
III. Instructional Supports	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>The Savvas <i>myPerspectives</i> Grade 12 program cultivates student interest and engagement in a variety of ways. Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic. Readings are paired, organized around thematic assignments and further explored through a Compare to Media feature.</p> <p>SE/TE: Unit Introduction, 3, 138, 274, 392, 544, 750; Comparing Text to Media: <i>The Prologue</i> from <i>The Canterbury Tales</i>, 129–160; <i>The Prologue</i> from <i>The Canterbury Tales: The Remix</i>, 161–165</p> <p>Assignments that have students writing and speaking about texts connect to the overall theme and deepen their engagement with it and the texts themselves. For examples of the range of activities provided to cultivate student interest see the following examples:</p> <p>SE/TE: Speaking and Listening: Narrative Presentation, 159; Response to Literature, 525; Oral Presentation, 623; Podcast, 757; Performance Task: Speaking and Listening Focus: Present an Argument, 100-101; Present a Dramatic Scene, 224-225; Present a Reflective Narrative, 526-527; Performance-Based Assessment: Speech, 110; TV Commentary, 410; Oral Presentation, 778</p>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>Continued</p> <p>Also note how the digital resources support extending and deepening student engagement:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Multimedia selections • Discussion Board <p>myPerspectives+ with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans
<ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic.</p> <p>See the Table of Contents and Unit Introduction pages for listings of selections identified by genre and relationship to other readings:</p> <p>SE/TE: Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 138, 274, 392, 544, 750</p> <p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through Unit Goals (see pages 4, 114, 238, 414, 540, 678).</p> <p>Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit.</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<p>Continued</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. Every unit ends with a Unit Reflection. See the following examples:</p> <p>SE/TE: Performance Task: Write a Reflective Narrative, 460; Present a Reflective Narrative, 526; Performance-Based Assessment, 534; Unit Reflection, 537</p>
<ul style="list-style-type: none"> • Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<p><i>myPerspectives</i> offers a rich array of grade-level complex texts, and each student, no matter their learner level, encounters the same text. Selections are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the teacher's edition, and through carefully scaffolded post-reading. Close Read the Text helps students work in groups to revisit the text and annotate it for questions and conclusions. Analyze the Text, Analyze Craft and Structure, and Writing to Sources questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p>SE/TE: Close Read the Text, 655; Analyze the Text, 655; Analyze Craft and Structure, 656; Writing to Sources, 99, 158</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. 	<p>Continued</p> <p>In addition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher’s Edition.</p> <p>TE: Personalize for Learning: English Language Support, 28, 33, 36, 38; Strategic Support, 18, 19, 21, 24; Challenge, 41</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Selection audio • Interactive lessons <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • English Learner & High Interest Readings
<ul style="list-style-type: none"> • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. 	<p>At the 12th grade level, in <i>myPerspectives</i>, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <p>Questions, tasks, and assignments are evident in each of the unit’s three sections: Whole-Class Learning, Small-Group Learning, and Independent Learning. Within the units, each module begins with a First Read guide which provides general text-dependent questions. The module also includes Comprehension Checks, Close Reads, and Analyze sections that provide text-specific questions. Each unit is designed in this manner to provide a scaffold-approach to text-dependent and text-specific questioning. Students are required to provide support from the text in most of the work they complete within the unit.</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. 	<p>Continued</p> <p>See the following examples: SE/TE: First Read, 84, 126, 178, 198, 280, 438; Close Read Side Notes, 133, 134, 137, 139, 140, 144, 442, 443; Comprehension Check, 445, 476, 484, 511; Analyze the Text, 222, 512, 522; Analyze Craft and Structure, 294, 312, 433; Close Read the Text, 154, 256, 311, 700 TE only: Closer Look, 79, 121, 135, 136, 143, 263, 265, 275, 287, 308, 474, 498, 59</p>
<ul style="list-style-type: none"> • Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band. 	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition. For examples see:</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 384C, 404b; English Language Support, 28, 33, 36, 38</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Selection audio • Interactive lessons <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • English Learner & High Interest Readings

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

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<p>• Provides extensions and/or more advanced text for students who read well above the grade level text band.</p>	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition. For examples see:</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 384C, 404b; Challenge, 41, 80, 99, 185, 330, 44</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Integrated Notebook • Interactive lessons • Discussion Board <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

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<i>A unit or longer lesson should:</i>	
<ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<p>The instructional materials reviewed for Grade 12 meet the criteria for materials supporting students’ increasing literacy skills over the course of the school year.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text.</p> <p>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p>TE: Personalize for Learning: The Tragedy of Macbeth Act I, Unit 3: 250C; Personalize for Learning: The Tragedy of Macbeth Act II, Unit 3: 280C; Personalize for Learning: Lines Composed a Few Miles Above Tintern Abby from The Prelude, Unit 5: 552C; Teaching: Ode to a Nightingale Ode to the West Wind, Unit 5: 570-576; Teaching: from Frankenstein, Unit 5: 585-596</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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<p>• Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</p>	<p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic and end with student working independently. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit.</p> <p>SE/TE: Unit Introduction, 3, 138, 274, 392, 544, 750</p> <p>Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit. All the unit selections are scaffolded through instruction and modeling of skills so that students are working towards increasing independence. Close Read the Text helps students work in groups to revisit the text and annotate it for questions and conclusions. Analyze the Text, Analyze Craft and Structure, and Writing to Sources questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p>SE/TE: Close Read the Text, 655; Analyze the Text, 655; Analyze Craft and Structure, 656; Writing to Sources, 99, 158</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>). 	<p>Continued</p> <p><i>myPerspectives</i> Teacher’s Edition include Personalize for Learning notes appear through selections and provide direct instruction and teaching suggestions to engage students. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 384C, 404b; English Language Support, 28, 33, 36, 38; Challenge, 41, 80, 99, 185, 330, 44</p>
<ul style="list-style-type: none"> Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. 	<p>In <i>myPerspectives</i>, following each reading, students are prompted to re-read the text and engage in authentic learning through application of literacy skills, student-directed inquiry, analysis, evaluation and reflection. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with Closer Look and Close Read the Text activities.</p> <p>See the following examples of discussion and writing opportunities:</p> <p>SE/TE: Speaking and Listening: Narrative Presentation, 159; Response to Literature, 525; Oral Presentation, 623; Podcast, 757; Performance Task: Speaking and Listening Focus: Present an Argument, 100-101; Present a Dramatic Scene, 224-225; Present a Reflective Narrative, 526-527; Performance-Based Assessment: Speech, 110; TV Commentary, 410; Oral Presentation, 778</p> <p>TE only: Digital Perspectives: Preparing for the Assignment, 410</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection. 	<p>Continued</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center • Speaking & Listening Center
<ul style="list-style-type: none"> • Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3–5. 	<p>At the 12th grade level, in <i>myPerspectives</i>, instruction for grammar and convention standards are presented within the unit. Explicit instructions are provided to students through practical applications that include discussion, reading, writing, and assessments.</p> <p>The Language and Development subsection may include “Conventions and Style,” and “Author’s Style.” Under “Conventions and Style,” materials provide instruction and opportunities for application of grammar and conventions/language skills. The holistic approach to grammar and language instruction follows this pattern throughout the textbook.</p> <p>See the following examples: SE/TE: Conventions: Types of Phrases, 93; Exclamatory Phrases, 333; Hyphenation of Compound Adjectives, 351; Language Development: Use a Formal Style, 171; Varying Syntax, 463; Write a Reflective Narrative: Editing and Proofreading & Publishing and Presenting, 467; Present a Personal Narrative, 664-665; Grammar Handbook, R60–R69 TE only: Personalize for Learning: Strategic Support: Titles, 95; Transitions, 363; Clauses and Phrases, 463; English Language Support: Using Coordinating Conjunctions, 83</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Conventions Center

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>).</p>	<p>At the 12th grade level, in <i>myPerspectives</i>, materials include Independent Learning where students select one or two texts from an array of 4–5 texts for independent deeper exploration. Student choice is key to engagement and achievement as they work independently to close read and analyze the texts, Student assessment is provided through selection tests and students’ use of textual evidence in provided activities.</p> <p>The digital resources include 2-3 Trade Book Suggestions per Unit, with Lesson Plans and Assessment. In addition, an online Digital Library exists with over 140+ eBooks. For examples see: Teaching with Trade Books, T38-T49; Independent Learning: Unit 1: 104A-104F; Unit 3: 404A-404E.</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools provide an extensive library of additional independent readings:</p> <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</p>	<p><i>myPerspectives</i> is a powerful student-centered curriculum that focuses on a consistent approach to improving learning and achievement. From quality instruction that makes the teaching of English Language Arts culturally, socially, and technologically relevant to cutting-edge digital tools that empower teachers and students, <i>myPerspectives</i> transforms the classroom of today into a dynamic and engaging environment for the next generation learner.</p> <p><i>myPerspectives</i> digital resources and tools optimize use of technology to guide and engage students, manage classroom and access data, and personalize learning for all students with multi-media assets, assessments, discussion board, and more, <i>myPerspectives</i> on SavvasRealize™ includes the Interactive Student Edition, Interactive Teacher's Edition, and <i>myPerspectives+</i>.</p> <p>Student Edition texts (examples):</p> <ul style="list-style-type: none"> • Comparing Text to Media: <i>The Prologue</i> from <i>The Canterbury Tales</i>, 129–160; <i>The Prologue</i> from <i>The Canterbury Tales: The Remix</i>, 161–165 <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Integrated Notebook • Ability to annotate text • Unit and Student Modeling Videos • Selection audio • Multimedia selections • Interactive lessons • Discussion Board <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models • Downloadable lesson resources

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p>Continued</p> <p>myPerspectives+ with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans – 140+ Novel Lesson Plans • English Learner & High Interest Readings • Graphic Organizers & Rubrics • Conventions Center • Writing & Research Center • Speaking & Listening Center • Academic Vocabulary & Word Study Center • Standards Practice
<p>IV. Assessment</p>	
<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i></p>	
<ul style="list-style-type: none"> • Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition frontmatter. (See <i>Grade 12 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development. These CCS standards are identified on the Lesson Resources page of the Teacher Edition (e.g. pages 16B and 190B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 190, 194, and 196).</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p>Continued</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><i>myPerspectives+</i>:</p> <ul style="list-style-type: none"> Standards Practice: Common Core Companion Workbook
<ul style="list-style-type: none"> Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Assessment has been carefully developed to provide unbiased materials that are accessible to all student in Savvas' <i>myPerspectives</i>.</p> <p>Personalize for Learning includes activities that meet a wide range of student abilities and strengths. All assessment materials were created with the most rigorous standards.</p> <p>Materials for Grade 12 regularly and systematically offer assessment opportunities that genuinely measure student progress. Unit Goals are backward designed from the Performance-Based Assessment.</p> <p>Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p>SE/TE: Introduction: Unit Goals, 113-115; Performance Task: Write an Argument, 62-69, 360-367; Performance-Based Assessment, 3232-233, 408-409; Unit Reflection, 411</p> <p>Selection activities formatively used to assess students' grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p>SE/TE: Comprehension Check, 185; Analyze the Text, 186; Concept Vocabulary, 186; Word Study, 186; Analyzing Craft and Structure, 187</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p>Continued</p> <ul style="list-style-type: none"> Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Continued</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p>TE Only: Overview: Unit 2: Independent Learning, 226-227</p>
<ul style="list-style-type: none"> Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance. 	<p>At the 12th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>Comprehension Check</i>, Unit 3: 276; Teaching: <i>Comprehension Check</i>, Unit 3: 292; Teaching: <i>Comprehension Check</i>, Unit 5: 562; Teaching: <i>Comprehension Check</i> Unit 5: 577; Teaching: <i>Comprehension Check</i>, Unit 5: 596</p> <p>Tradebook Lesson Plans in <i>myPerspectives Plus</i> include assessments that accompany lessons associated with tradebook titles.</p> <p>myPerspectivesPlus: Tradebook Lesson Plans: Tradebook Lesson Plans (A-B), 1984 Test Tradebook Lesson Plans: Tradebook Lesson Plans (A-B), Anne of Green Gables Test</p>

**A Correlation of myPerspectives ©2017 Grade 12
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 12
<p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> • Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Materials for Grade 12 regularly and systematically offer assessment opportunities that genuinely measure student progress. The series provides for year-long assessments in the form of a Beginning-of-Year Test on all standards taught in the academic year, a Mid-Year Test, and an End-of-Year Test to determine mastery of standards, and to capture final assessment data. Selection tests track student progress toward mastering standards taught with the selection. Unit tests requiring students to apply standards taught in the unit with new text, providing an opportunity for teachers to remediate.</p> <p>Unit Goals are backward designed from the Performance-Based Assessment. Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p>SE/TE: Introduction: Unit Goals, 113-115; Performance Task: Write an Argument, 62-69, 360-367; Performance-Based Assessment, 3232-233, 408-409; Unit Reflection, 411</p> <p>Selection activities formatively used to assess students' grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p>SE/TE: Comprehension Check, 185; Analyze the Text, 186; Concept Vocabulary, 186; Word Study, 186; Analyzing Craft and Structure, 187</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p>TE only: Overview: Overview: Unit 2: Independent Learning, 226-227</p>