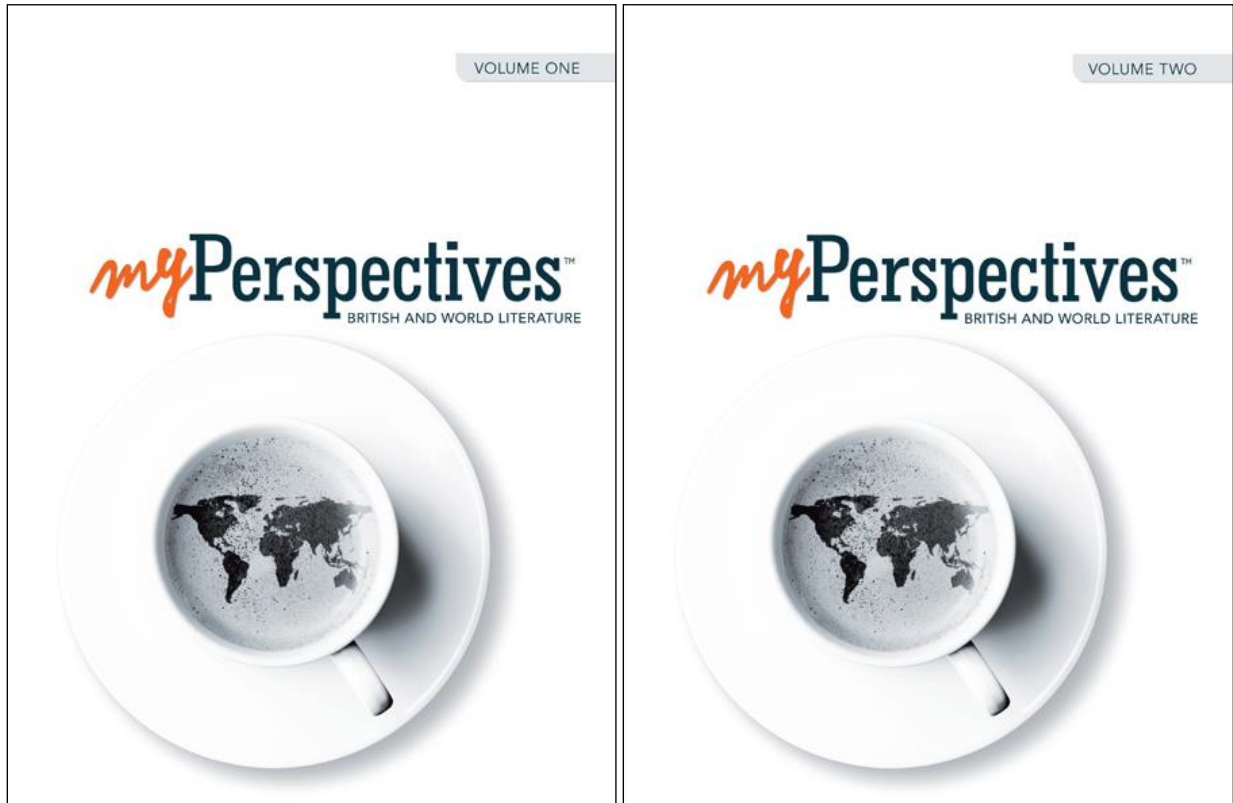


A Correlation of



Grade 12

To the

**Kansas Evidence-Based
Reading Instruction Guidelines
Structured Literacy Checklist**

A Correlation of myPerspectives, British and World Literature to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. 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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Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist	myPerspectives English Language Arts British and World Literature
Phonological Awareness	
Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
Syllable segmentation and blending	For supporting content please see: TE Only: Personalize for Learning, 50
Phonemic awareness including segmentation, blending, and manipulation.	
<ul style="list-style-type: none"> Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words) 	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Blending (i.e., blending sounds to form words) 	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Segmentation (i.e. breaking words into individual phonemes) 	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word) 	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word) 	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
Sound-Symbol Association	
Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery.	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
Blending sounds and letters into words to mastery.	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
Segmenting whole words into individual sounds to mastery.	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
Syllable Instruction	
Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.

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Syllable division rules	For supporting content please see: TE Only: Personalize for Learning, 50
<p>Orthography</p>	
Focus on spelling patterns, rules, and word meanings including parts of speech and word origin	<p>SE/TE: Word Study, 91, 566, 702, 714 Conventions and Style, 196 Language Development: Conventions, 607</p> <p>TE Only: Vocabulary Development, 314, 322, 374 Personalize for Learning, 508, 607 How Language Works, 611</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 General Academic Vocabulary</p>
Explicit instruction in letter formation	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
<p>Morphology</p>	
Study of base words, roots, prefixes and suffixes	<p>SE/TE: Word Study, 46, 81, 156, 186, 212, 277, 311, 350, 434, 448, 485, 500, 512, 516, 580, 600, 620, 642, 735, 754 Concept Vocabulary, 178, 198, 730</p> <p>TE Only: Vocabulary Development, 22, 59, 384, 452, 646, 704, 738 Personalize for Learning, 554</p> <p>Digital Resources: myPerspectives Grade 12>Unit Resources>Unit 4: Seeing Things New: Visionaries and Skeptics>from Gulliver's Travels>Word Study: Latin Root -dict- (RP) myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Latin Prefixes: in- and sub-</p>

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<p>Study of endings (inflectional and derivational)</p>	<p>SE/TE: Word Study, 46, 156, 434, 620, 735</p> <p>TE Only: Vocabulary Development, 200, 452, 704</p> <p>Digital Resources: myPerspectives Plus>Word Roots and Suffixes: -jec(t), -ity, -ous</p>
<p>Grammar/Syntax</p>	
<p>Focus on grammar and sentence variations</p>	<p>SE/TE: Conventions and Style, 83, 333, 435, 487, 514, 601 Language Development: Style, 463</p> <p>TE Only: How Language Works, 339, 443</p> <p>Digital Resources: myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Sentences: Parallel Structure</p>
<p>Study of mechanics of language and function of word order to convey meaning</p>	<p>SE/TE: Conventions and Style, 47, 351, 398, 622, 737 Language Development: Conventions, 171</p> <p>TE Only: Personalize for Learning, 551, 559 How Language Works, 622</p> <p>Digital Resources: myPerspectives Plus>Conventions>Grammar Tutorials>Dashes Grammar Grab</p>

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<p>Vocabulary</p>	
<p>Words taught explicitly in multiple settings</p>	<p>This objective is addressed throughout. See, for example: SE/TE: Vocabulary, 7, 117, 241, 417, 543, 681 Media Vocabulary, 50, 163, 354, 452, 661, 738 Concept Vocabulary, 74, 126, 258, 314, 480, 568, 636, 758 Technical Vocabulary, 646, 655</p> <p>TE Only: Technical Vocabulary, 647, 648, 651</p> <p>Digital Perspectives: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 Domain-Specific Academic Vocabulary</p>
<p>Synonyms, antonyms, and multiple meanings integrated into classroom discussion</p>	<p>SE/TE: Word Study, 91, 194, 331, 380, 522, 566, 764 Concept Vocabulary, 190, 636</p> <p>TE Only: Vocabulary Development, 78, 192, 280, 426, 438, 490, 600, 714</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Multiple Meaning Words</p>
<p>Essential features with visual representations for concepts identified during discussion</p>	<p>For supporting content please see: SE/TE: Analyze the Media, 59</p> <p>TE Only: Cross-Curricular Perspectives, 52 Personalize for Learning, 97</p>

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<p>Fluency</p>	
<p>Attention to accuracy, rate, and prosody</p>	<p>SE/TE: Rehearse With Your Group: Practice Your Presentation Techniques, 101 Speaking and Listening: Video Explanation, 234 Speaking and Listening: Present the Recitation, 313 Rehearse With Your Group: Brush Up on Your Presentation Techniques, 401 Speaking and Listening: TV Commentary, 410 Speaking and Listening: Dramatic Reading, 536 Speaking and Listening: Media Presentation, 778</p>
<p>Use of normative data to ensure adequate progress</p>	<p>For supporting content please see: TE Only: Speaking and Listening: Present the Recitation, 313 Digital Perspectives, 778</p>
<p>Reading Comprehension</p>	
<p>Process of deriving meaning and establishing a coherent mental model of the text's content</p>	<p>This objective is addressed throughout. See, for example: SE/TE: Analyze the Text, 44, 348, 432, 620, 700 Analyze the Media, 59, 163, 357, 661 Analyze Craft and Structure, 82, 332, 478 Author's Choices: Symbolism, 501 Conventions and Style, 581 TE Only: Personalize for Learning, 33, 35, 131, 134, 137 Analyze for Meaning, 36 Analyze Symbolism, 161 Analyze a Symbol, 202, 519 Interpret Symbols, 286 Investigate Symbolism and Imagery, 291 Analyze Imagery, 374, 498 Personalize for Language, 376 Interpret Imagery, 474 Analyze Imagery, 498 Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Imagery</p>

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<p align="center">Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</p>	<p align="center">myPerspectives English Language Arts British and World Literature</p>
<p>Attention to integration of ideas within text and between texts</p>	<p>SE/TE: Comparing Text to Media, 50 Writing to Compare, 60-61, 94-95, 458-459, 488-489, 582-583, 716-717 Comparing Texts, 84, 452, 480, 568, 704</p> <p>Digital Resources: <i>myPerspectives Grade 12>Unit Resources>Unit 1: Forging a Hero: Warriors and Leaders>Poetry Collection 2>Writing to Compare: Compare-and-Contrast Essay</i></p>
<p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p>	<p>SE/TE: Analyze Craft and Structure, 45, 312, 397, 513, 621 Conventions and Style, 157, 188</p> <p>TE Only: Analyze a Free Verse Poem, 87 Personalize for Learning, 518, 680</p> <p>Digital Resources: <i>myPerspectives Grade 12>Unit Resources>Unit 3: Facing the Future, Confronting the Past: Shakespeare Extended Study>The Tragedy of Macbeth, Act III>Analyze Craft and Structure: Structure</i></p>
<p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p>	<p>For supporting content please see: TE Only: Comprehend Sequence of Events, 53 Analyze a Free Verse Poem, 87 How Language Works, 188 Analyze Plot, 263 Analyze Scientific Articles, 653</p>

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<p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p>	<p>SE/TE: Conventions and Style, 382, 634, 644 Analyze Craft and Structure, 433, 447, 633, 713, 715 Author’s Choices: Symbolism, 501 Conventions and Style, 502, 644</p> <p>TE Only: Personalize for Learning, 77, 133 Identify Irony and Sarcasm, 136 Analyze Metaphor, 200 Analyze a Simile, 209 Vocabulary Development, 289 Recognize Irony, 323 Analyze Figurative Language, 338, 629 Analyze Extended Metaphors, 340 Interpret a Paradox, 389 Analyze Analogy and Metaphor, 507 How Language Works, 639 Investigate Simile, 762</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language & Extended Metaphor</p>
<p>Use of graphic organizers</p>	<p>SE/TE: Analyze Craft and Structure, 45, 92, 195, 294, 381, 486, 513, 523, 621, 736 Conventions and Style, 333, 524, 581, 766</p> <p>TE Only: Personalize for Learning, 141</p> <p>Digital Resources: myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Two-column Chart</p>
<p>Delivery of Instruction</p>	
<p>Explicit instruction in a gradual release model</p>	<p>SE/TE: Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 113, 237, 413, 539, 677</p> <p>TE Only: Student-Centered Learning, T18-T19</p>

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<p align="center">Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</p>	<p align="center">myPerspectives English Language Arts British and World Literature</p>
<p>Sequence of instruction is systematic and cumulative</p>	<p>TE Only: Pacing Guide: Unit Supplement, T38-T49 Pacing Plan, 2-3, 10-11, 70-71, 102-103, 112-113, 120-121, 174-175, 244-245, 368-369, 402-403, 420-421, 468-469, 528-529, 538-539, 612-613, 666-667, 676-677, 684-685, 726-727</p>

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