

A Correlation of



Grade 11

To the

**Maryland
College and Career-Ready Standards for
English Language Arts**

A Correlation of myPerspectives, Grade 11 to the Maryland College and Career-Ready Standards for English Language Arts

Introduction

This document demonstrates how *myPerspectives*[™] *English Language Arts* meets the objectives of the **Maryland College and Career-Ready Standards for English Language Arts**. 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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TE = Teacher Edition 3 SE = Student Edition

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R Reading	
RL Literature	
Key Ideas and Details	
<p>RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: “A Wagner Matinée,” 249; “The Notorious Jumping Frog of Calaveras County,” 426-427; “A White Heron,” 444-445; “The Jilting of Granny Weatherall,” 847, 851; <i>The Crucible</i>, 565, 581, 616, 620; “Everyday Use,” 774; “Everything Stuck to Him,” 788</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with most literature selections in the program.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 2-3, 9</p>
<p>RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>SE/TE: [Theme] The Poetry of Emily Dickinson, 173; “The Story of an Hour,” 357; “A White Heron,” 445; “In the Longhouse, Oneida Museum,” 513; <i>The Crucible</i>, 684, 685; “Everyday Use,” 775 [Summary] Unit 6 Introduction, 756</p> <p><u>Additional Coverage</u> SE/TE: [Theme] The Writing of Walt Whitman, 164, 165; “Chicago”/“Wilderness,” 492; <i>The Crucible</i>, Act IV, 680, 685; [Summary] “A Wagner Matinée,” 257; The Notorious Jumping Frog of Calaveras County, 425; A White Heron, 443; <i>The Crucible</i>, 624, 656, 679; “The Jilting of Granny Weatherall,” 852</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 15-16, 22</p>
<p>RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>SE/TE: “A Wagner Matinée,” 259; “The Story of an Hour,” 357; <i>The Crucible</i>, Act I, 598, 626, 658; “Antojos,” 723, 724, 725, 726, 735; “Everyday Use,” 775; “Everything Stuck to Him,” 792-793; “The Leap,” 803; “The Jilting of Granny Weatherall,” 844, 854</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 28-29, 35</p>

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<p>Craft and Structure</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>SE/TE: The Writing of Walt Whitman, 165, 167; “A Wagner Matinée,” 259, 260; “The Notorious Jumping Frog of Calaveras County,” 428-429; “Chicago” / “Wilderness,” 500; “The Jilting of Granny Weatherall,” 855</p> <p><u>Additional Coverage</u></p> <p>SE/TE: The Poetry of Emily Dickinson, 174, 175, 181; “A Wagner Matinee,” 260; <i>The Crucible</i>, 621, 668, 682; “The Leap,” 796, 804</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 41-42, 48</p>
<p>RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SE/TE: “The Love Song of J. Alfred Prufrock,” 245; “A White Heron,” 448; “Chicago” / “Wilderness,” 501; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 519; <i>The Crucible</i>, 598; “Antojos,” 735; “Everything Stuck to Him,” 789; “An Occurrence at Owl Creek Bridge,” 840; “The Jilting of Granny Weatherall,” 854; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 54-55</p>
<p>RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>SE/TE: “The Love Song of J. Alfred Prufrock,” 245; “The Story of an Hour,” 358; “The Notorious Jumping Frog of Calaveras County,” 427; <i>The Crucible</i>, Act III, 659; “Everyday Use,” 772</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “An Occurrence at Owl Creek Bridge,” 834, 840</p> <p>m Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 61-62</p>

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Integration of Knowledge and Ideas	
RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	<p>SE/TE: The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; “Wilderness” / Carl Sandburg Reads “Wilderness,” 494; <i>The Crucible / The Crucible</i>, (audio),” 690-691</p> <p><u>Additional Coverage</u> SE/TE: The Poetry of Emily Dickinson, 184; from Emily Dickinson, 189</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 68-69</p>
RL.8 (Not applicable to literature)	Not applicable to literature according to the Standards for English Language Arts
RL.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<p>SE/TE: The Writing of Walt Whitman, 164-165; The Poetry of Emily Dickinson, 180-181; from <i>Life on the Mississippi</i>, 414; “The Notorious Jumping Frog of Calaveras County,” 426, 430; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 75-76</p>
Range of Reading and Level of Text Complexity	
RL.10a 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><i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: The Writing of Walt Whitman, 152; “The Love Song of J. Alfred Prufrock,” 238; “A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 82-83</p>

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RI Informational Text	
Key Ideas and Details	
RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>SE/TE: Declaration of Independence, 24; Letter to John Adams / from <i>Dear Abigail</i>, 104, 105, 108, 110, 111, 112; from <i>Walden</i> / “Civil Disobedience,” 227; from <i>Life on the Mississippi</i>, 414; from <i>Farewell to Manzanar</i>, 715</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</i></p> <p><u>Additional Coverage</u> SE/TE: Speech in the Convention, 46; from <i>The American Revolution: Visual Propaganda</i>, 53-56; from <i>What to the Slave Is the Fourth of July?</i>, 294</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 90-91, 97</p>
RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	<p>SE/TE: [Central Idea] from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 [Summary] Unit Introductions (1-5), 8, 144, 280, 398, 550</p> <p><u>Additional Coverage</u> [Central Idea] from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; Second Inaugural Address, 304-305</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 103-104, 110</p>
RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p>SE/TE: from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 715; “A Brief History of the Short Story,” 825</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 116-117</p>

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Craft and Structure	
<p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>SE/TE: Gettysburg Address, 122, 123; “Ain’t I a Woman,” 336; Brown v. Board of Education: Opinion of the Court, 367; from <i>Life on the Mississippi</i>, 408, 410, 417; from <i>Dust Tracks on a Road</i>, 484, 486, 490; from <i>The Way to Rainy Mountain</i>, 523, 529</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 123-124, 130</p>
<p>RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 35; “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; from “Nature” / from “Self-Reliance,” 210; from <i>What to the Slave Is the Fourth of July?</i>, 294-295; Second Inaugural Address, 304-305; Declaration of Sentiments / “Giving Women the Vote,” 344, 350-351; Brown v. Board of Education: Opinion of the Court, 368, 378, 379; “Was ‘Brown v. Board’ a Failure?,” 376; “A Brief History of the Short Story,” 825</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 136-137</p>
<p>RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>SE/TE: Declaration of Independence, 27; Speech in the Convention, 47; America’s Constitution: A Biography, 80; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 99; Gettysburg Address, 124; from <i>Walden</i> / from “Civil Disobedience,” 226, 228; “Ain’t I a Woman?,” 335; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Life on the Mississippi</i>, 415; from <i>Farewell to Manzanar</i>, 715</p> <p>Additional Coverage SE/TE: Letter to John Adams / from <i>Dear Abigail</i>, 116; Gettysburg Address, 123; Second Inaugural Address, 304; from <i>Dust Tracks on a Road</i>, 489, 490; from <i>The Way to Rainy Mountain</i>, 528</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 143-144, 150</p>

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Integration of Knowledge and Ideas	
RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<p>SE/TE: “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; “Perspectives on Lincoln,” 316; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 156-157</p>
RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<p>SE/TE: Declaration of Independence, 24-25; Preamble to the United States Constitution / Bill of Rights, 33, 34; Speech in the Convention, 44, 47; Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?,” 378-379</p> <p><u>Additional Coverage</u> SE/TE: Second Inaugural Address, 304, 305; from <i>What to the Slave Is the Fourth of July?</i>, 294-295</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 163-164</p>
RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	<p>SE/TE: Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from “Nature” / from “Self-Reliance,” 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344</p> <p><u>Additional Coverage</u> SE/TE: Letter to John Adams / from <i>Dear Abigail</i>, 115, 116</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 170-171</p>

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Range of Reading and Level of Text Complexity	
RI.10a 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><i>Students apply this standard with informational text selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: Declaration of Independence, 16; Speech in the Convention, 40; “The American Revolution: Visual Propaganda,” 52; from <i>America’s Constitution: A Biography</i>, 72; from <i>The United States Constitution: A Graphic Adaptation</i>, 82; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Letter to John Adams / from <i>Dear Abigail</i>, 102; from “Nature” / from “Self-Reliance,” 204; Perspectives on Lincoln,” 310; “Giving Women the Vote,” 346; Brown v. Board of Education: Opinion of the Court, 360; “Was ‘Brown v. Board’ a Failure?”, 370; from <i>Life on the Mississippi</i>, 406; “Interview with George Takei,” 716</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 177-178</p>
W Writing	
Text Types and Purposes These broad types of writing include many subgenres.	
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 185-195; <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: Argumentative Writing – High School</p>

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<p>W.1.a 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>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; America’s Constitution: A Biography, 81; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 61, 64, Unit 5: 693, 696</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 186-189</p>
<p>W.1.b 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>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 61, 63, Unit 5: 693</p> <p><u>Additional Coverage</u> SE/TE: <i>America’s Constitution: A Biography</i>, 81; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 186-189</p>
<p>W.1.c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 65, Unit 5: 698</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, Act 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 190</p>

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<p>W.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 66, Unit 5: 698</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 190, 194</p>
<p>W.1.e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 64, Unit 5: 696</p> <p><u>Additional Coverage</u> SE/TE: <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 191</p>

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<p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 38; from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain’t I a Woman?," 337; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 196-207; myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing - High School</p>

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<p>W.2.a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: from <i>America’s Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; "Ain’t I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, Unit 4: 451, 454</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 197, 199, 200, 201</p>

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<p>W.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 38; from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain’t I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, 322, Unit 4: 452, 453, 454</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 198, 200, 201</p>
<p>W.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: "The Love Song of J. Alfred Prufrock," 247; Declaration of Sentiments / "Giving Women the Vote," 350; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 199, 201</p>
<p>W.2.d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; "The Leap," 806</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 201, 202</p>

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<p>W.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: from <i>What to the Slave Is the Fourth of July?</i>, 298; Perspectives on Lincoln, 316; Whole-Class Performance Task, Unit 3: 318; Unit 4: 456; “Everyday Use,” 777</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 203</p>
<p>W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TE: The Poetry of Emily Dickinson / from “Emily Dickinson,” 190-191; “The Love Song of J. Alfred Prufrock,” 247; “Ain’t I a Woman?,” 337; Declaration of Sentiments / “Giving Women the Vote,” 350; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; “In the Longhouse, Oneida Museum” / “Cloudy Day” / from <i>The Way to Rainy Mountain</i>, 530-531; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; Whole-Class Performance Task, Unit 3: 322, 324, Unit 4: 454</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 199, 202</p>
<p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self-Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 208-218; <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lesson>Narrative Writing - High School</p>

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<p>W.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 193, 194, Unit 6: 809, 810</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 209, 210, 211</p>
<p>W.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE/TE: from “Nature” / from “Self-Reliance,” 213; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 197, Unit 6: 811, 814</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 212</p>
<p>W.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>SE/TE: “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 213</p>

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<p>W.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 195, 197, 198, Unit 6: 813</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 214</p>
<p>W.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, 197, Unit 6: 810, 814</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 214</p>
<p>Production and Distribution of Writing</p>	
<p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE/TE: Declaration of Independence, 28; Preamble to the Constitution / Bill of Rights, 38; Speech in the Convention, 50; The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; “A White Heron,” 448; <i>The Crucible</i>, 684; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole Class Performance Task, Unit 1: 60-67, Unit 2: 192-199, Unit 3: 318-325, Unit 4: 450-457, Unit 5: 692-699, Unit 6: 808-815</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 219, 220; <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lesson>The Writing Process – High School</p>

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<p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)</p>	<p>SE/TE: from <i>America’s Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; <i>The Poetry of Emily Dickinson / from “Emily Dickinson,”</i> 190-191; <i>Declaration of Sentiments / “Giving Women the Vote,”</i> 350-351; <i>Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?,”</i> 378-379; from <i>Life on the Mississippi / “The Notorious Jumping Frog of Calaveras County,”</i> 430-431; <i>“A Literature of Place” / “American Regional Art,”</i> 478-479; <i>The Crucible / The Crucible (audio),</i> 690-691; from <i>Farewell to Manzanar / “Interview with George Takei,”</i> 720-721; Whole Class Performance Task, Unit 1: 66-67, Unit 2: 198-199, Unit 3: 324-325, Unit 4: 456-457, Unit 5: 698-699, Unit 6: 814-815</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 226, 227; myPerspectives Plus>Writing and Research>Interactive Writing Lesson>The Writing Process – High School</p>
<p>W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, 67, Unit 2: 199, Unit 4: 452; Small-Group Performance Task, Unit 2: 262; Small-Group Performance Task, Unit 5: 738</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 233, 234; myPerspectives Plus>Writing and Research>Interactive Writing Lesson>Sources and Evidence – High School</p>
Research to Build and Present Knowledge	
<p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: <i>Gettysburg Address</i>, 125; <i>“A Wagner Matinée,”</i> 261; from <i>What to the Slave Is the Fourth of July?</i>, 293; from <i>Life on the Mississippi</i>, 413; <i>“Antojos,”</i> 737; <i>“A Brief History of the Short Story,”</i> 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 240, 241, 244 myPerspectives Plus>Writing and Research>Interactive Writing Lesson>Sources and Evidence – High School</p>

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<p>W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation.</p>	<p>SE/TE: Gettysburg Address, 125; from <i>Walden</i> / from “Civil Disobedience,” 229; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; “Perspectives on Lincoln,” 317; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 247-260; <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lesson>Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence – High School</p>
<p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from “Emily Dickinson,” 190-191; Declaration of Sentiments / “Giving Women the Vote,” 350-351; Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?,” 378-379; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; “A Literature of Place” / “American Regional Art,” 478-479; “In the Longhouse, Oneida Museum” / “Cloudy Day” / from <i>The Way to Rainy Mountain</i>, 530-531; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>
<p>W.9.a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>	<p>SE/TE: The Poetry of Emily Dickinson / “Great Lives: Emily Dickinson,” 190-191; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; <i>The Crucible</i>, 684; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 261-264</p>

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W.9.b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	<p>SE/TE: from <i>America’s Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?”, 378-379; from <i>Farewell to Manzanar / “Interview with George Takei,”</i> 720-721</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 265-268</p>
Range of Writing	
W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 60-67, Unit 2: 192-199, Unit 3: 318-325, Unit 4: 450-457, Unit 5: 692-699, Unit 6: 808-815; Performance-Based Assessment, Unit 1: 133-135, Unit 2: 269-271, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747, Unit 6: 865-867</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 269-276</p>
SL Speaking and Listening	
Comprehension and Collaboration	
SL.1 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.	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 278-285; <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lesson>Conversations and Discussions, Evaluating Presentations, Giving a Presentation – High School</p>

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<p>SL.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p><u>Additional Coverage</u> SE/TE: Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 279-281; <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions – High School >Giving a Presentation – High School</p>
<p>SL.1.b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778</p> <p><i>In addition, students apply this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 284; <i>myPerspectives Plus</i>>Writing and Research>Speaking and Listening>Conversations and Discussions>Evaluating Presentations – High School >Giving a Presentation – High School</p>

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<p>SL.1.c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778</p> <p><u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p><i>In addition, students apply this standard in Launch Activity features, which appear in the Unit Introduction and in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 284; myPerspectives Plus>Writing and Research>Speaking and Listening>Conversations and Discussions>Evaluating Presentations – High School >Giving a Presentation – High School</p>
<p>SL.1.d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778</p> <p><u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 284; myPerspectives Plus>Writing and Research>Speaking and Listening>Conversations and Discussions>Evaluating Presentations – High School</p>

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SL.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p>SE/TE: “The American Revolution: Visual Propaganda,” 59; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508–509</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 286, 287; myPerspectives Plus>Writing and Research>Speaking and Listening>Conversations and Discussions>Giving a Presentation – High School</p>
SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<p>SE/TE: Speech in the Convention, 51; Gettysburg Address, 124; from <i>Emily Dickinson</i>, 189; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; from <i>What to the Slave Is the Fourth of July?</i>, 299; Second Inaugural Address, 309; “Giving Women the Vote,” 349; “Interview with George Takei,” 719; Small-Group Performance Task, Unit 2: 262-263; Unit 5: 738-739</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 290, 291, 294 myPerspectives Plus>Speaking and Listening>Evaluating Presentations – High School</p>
Presentation of Knowledge and Ideas	
SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 39; Letter to John Adams / from <i>Dear Abigail</i>, 117; “Innovators and Their Inventions,” 235; <i>The Crucible</i>, 684; “The Leap,” 806; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 2: 272, Unit 3: 390, Unit 4: 542, Unit 5: 748, Unit 6: 868; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 297, 298, 301 myPerspectives Plus>Speaking and Listening>Evaluating Presentations – High School</p>

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SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>SE/TE: Speech in the Convention, 51; “The American Revolution: Visual Propaganda,” 59; “The Love Song of J. Alfred Prufrock,” 247; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509; Small-Group Performance Task, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 3: 390, Unit 6: 868</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 304, 305; myPerspectives Plus>Speaking and Listening>Giving a Presentation – High School</p>
SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	<p>SE/TE: The Writing of Walt Whitman, 169; The Poetry of Emily Dickinson, 185; from <i>Dust Tracks on a Road</i>, 491; “Everything Stuck to Him,” 793; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; Small-Group Performance Task, Unit 3: 380-381; Performance-Based Assessment, Unit 2: 272</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 306, 307, 310 myPerspectives Plus>Speaking and Listening>Giving a Presentation – High School</p>
L Language	
Conventions of Standard English	
L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p>SE/TE: from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 100; “The Love Song of J. Alfred Prufrock,” 246; from <i>What to the Slave Is the Fourth of July?</i>, 297; Second Inaugural Address, 307; Declaration of Sentiments, 345; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?”, 377; <i>The Crucible</i>, 599; “Antojos,” 736; “Everything Stuck to Him,” 791; Whole-Class Performance Task, Unit 1: 65, 67, Unit 2: 199, Unit 3: 323, 325, Unit 4: 457, Unit 5: 697, 699, Unit 6: 815; Grammar Handbook, R59-R65</p> <p>Digital Resources: myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons</p>

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L.1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<p>SE/TE: Declaration of Independence, 27; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 100; “Ain’t I a Woman?,” 336; <i>The Crucible</i>, 599; “Everyday Use,” 777; “A Brief History of the Short Story,” 826; “An Occurrence at Owl Creek Bridge,” 841</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 314, 315</p>
L.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<p>SE/TE: Declaration of Independence, 27; “Everyday Use,” 777</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 316, 317</p>
L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>SE/TE: Speech in the Convention, 49; “A Literature of Place,” 471; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; Grammar Handbook, R66-R68</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>(Punctuation)</p>
L.2.a Observe hyphenation conventions.	<p>SE/TE: “The Love Song of J. Alfred Prufrock,” 246; “A Literature of Place,” 471; Grammar Handbook, R67</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 318, 319; <i>myPerspectives Plus</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation: Hyphenation</p>

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L.2.b Spell correctly.	<p>SE/TE: from <i>America’s Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i>, 91; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 191; “In the Longhouse, Oneida Museum” / “Cloudy Day” / from <i>The Way to Rainy Mountain</i>, 531; <i>The Crucible</i> / <i>The Crucible</i> (audio), 691; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 721; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; Grammar Handbook, R66-R68</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 320, 321</p>
Knowledge of Language	
L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<p>SE/TE: from “Nature” / from “Self-Reliance,” 212; from <i>What to the Slave Is the Fourth of July?</i>, 297; Second Inaugural Address, 306; “Ain’t I a Woman?,” 336; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; “A White Heron,” 446; <i>The Crucible</i>, 599; “Everything Stuck to Him,” 790</p>
L.3.a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p>SE/TE: Declaration of Independence, 27; Speech in the Convention, 49; from “Nature” / from “Self-Reliance,” 212; “Everyday Use,” 776; “An Occurrence at Owl Creek Bridge,” 841; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 322, 323</p>

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Vocabulary Acquisition and Use	
L.4 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.	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 36; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Gettysburg Address, 118; “A Literature of Place,” 462; from <i>Dust Tracks on a Road</i>, 488; “Chicago” / “Wilderness,” 492; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510; from <i>The Way to Rainy Mountain</i>, 520; from <i>Farewell to Manzanar</i>, 704; “Antojos,” 722; “An Occurrence at Owl Creek Bridge,” 839</p> <p><i>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i></p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 Domain-Specific Academic Vocabulary</p>
L.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: from <i>America’s Constitution: A Biography</i>, 72; Letter to John Adams / from <i>Dear Abigail</i>, 102; from “Nature” / from “Self-Reliance,” 204; “The Love Song of J. Alfred Prufrock,” 236; “Ain’t I a Woman?,” 330; Declaration of Sentiments, 338; “Was ‘Brown v. Board’ a Failure?,” 370; “A Literature of Place,” 462; “Chicago” / “Wilderness,” 492; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510; from <i>The Way to Rainy Mountain</i>, 520; “Antojos,” 722; “A Brief History of the Short Story,” 820; “An Occurrence at Owl Creek Bridge,” 828</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Common Core Companion, 324, 325</p>

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<p>L.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>SE/TE: Declaration of Independence, 26; Letter to John Adams / from <i>Dear Abigail</i>, 114; The Writing of Walt Whitman, 166; The Poetry of Emily Dickinson, 182; from <i>Walden</i> / from “Civil Disobedience,” 214, 226; “The Love Song of J. Alfred Prufrock,” 244; “A Wagner Matinée,” 248; “The Story of an Hour,” 352; Brown v. Board of Education: Opinion of the Court, 360; from <i>Life on the Mississippi</i>, 416; “A Literature of Place,” 469; from <i>Dust Tracks on a Road</i>, 480; “Chicago” / “Wilderness,” 499; from <i>The Way to Rainy Mountain</i>, 527; from <i>Farewell to Manzanar</i>, 704, 713; “The Leap,” 804; “A Brief History of the Short Story,” 824; “An Occurrence at Owl Creek Bridge,” 839; “The Jilting of Granny Weatherall,” 842, 853</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 326, 327</p>
<p>L.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>SE/TE: Declaration of Independence, 26; Preamble to the Constitution / Bill of Rights, 36; Speech in the Convention, 48; from <i>America’s Constitution: A Biography</i>, 79; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 98; The Poetry of Emily Dickinson, 182; from “Nature” / from “Self-Reliance,” 210; “A Wagner Matinée,” 258; from <i>What to the Slave Is the Fourth of July?</i>, 296; Declaration of Sentiments, 343; “Was ‘Brown v. Board’ a Failure?,” 375; “A White Heron,” 446; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 517; <i>The Crucible</i>, 625, 680; “Antojos,” 734; Whole-Class Performance Task, Unit 6: 813</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 328, 329</p>
<p>L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Gettysburg Address, 118; The Writing of Walt Whitman, 166; “Ain’t I a Woman?,” 330; Declaration of Sentiments, 338; from <i>Life on the Mississippi</i>, 416; “A White Heron,” 446; from <i>Farewell to Manzanar</i>, 713</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Common Core Companion, 330, 331</p>

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L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: The Poetry of Emily Dickinson, 182; “The Notorious Jumping Frog of Calaveras County,” 428; from <i>Dust Tracks on a Road</i> , 488; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 518; from <i>The Way to Rainy Mountain</i> , 529; <i>The Crucible</i> , 597, 657; “The Jilting of Granny Weatherall,” 855
L.5.a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	SE/TE: “A Wagner Matinée,” 260; “The Story of an Hour,” 353; “The Notorious Jumping Frog of Calaveras County,” 426; from <i>Dust Tracks on a Road</i> , 490; “Chicago” / “Wilderness,” 500; <i>The Crucible</i> , 637; The Leap, 796 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Common Core Companion, 332, 333
L.5.b Analyze nuances in the meaning of words with similar denotations.	SE/TE: Gettysburg Address, 122; Second Inaugural Address, 306; “The Story of an Hour,” 356; “The Notorious Jumping Frog of Calaveras County,” 428; <i>The Crucible</i> , 657 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Common Core Companion, 334, 335
L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; <i>The United States Constitution: A Graphic Adaptation</i> , 82; “Innovators and Their Inventions,” 230; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; “American Regional Art,” 472, 477; “Sandburg’s Chicago,” 502, 507; Small-Group Performance Task, Unit 4: 533; <i>The Crucible</i> , 625; “Interview with George Takei,” 716, 719 <i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i> Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Common Core Companion, 336, 337

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