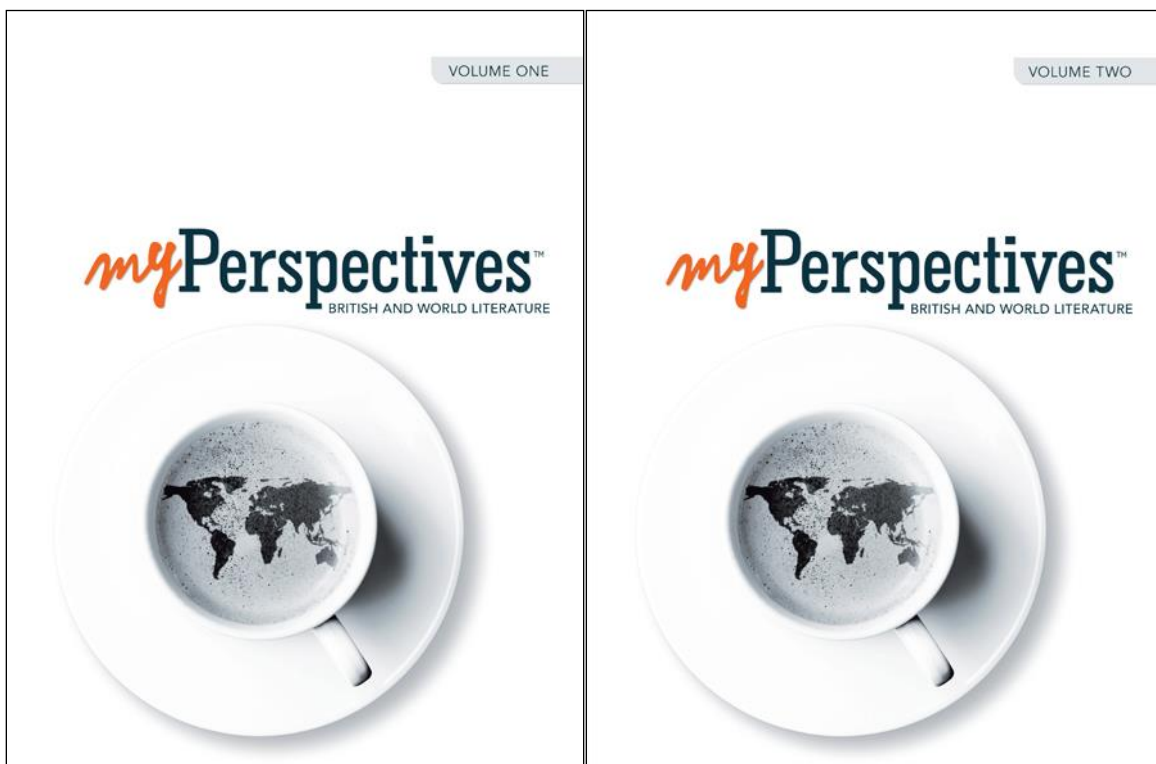


A Correlation of



Grade 12, ©2022

To the

**Minnesota
English Language Arts Standards
2020**

A Correlation of myPerspectives English Language Arts ©2022, Grade 12 to the Minnesota English Language Arts Standards 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts, ©2022* meets the objectives of **Minnesota English Language Arts Standards, 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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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Minnesota English Language Arts Standards 2020, Grades 11–12	myPerspectives English Language Arts Grade 12, @2022
R: Reading	
11.1.R2: Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
11.1.2.1: Read independently and synthesize understanding from multiple texts in order to make meaning or deepen understanding of a topic, and annotate learning.	This standard is addressed throughout <i>myPerspectives Grade 12</i> . See the following pages: SE/TE: First Read, 18, 128, 178, 198, 228, 258, 438, 504, 584, 730, 768 Close Read, 22, 24, 129, 131, 137, 229, 264, 277, 284 Closer Look, 20, 25, 34, 135, 179, 181, 192, 200 Close Read the Text, 44, 81, 91, 154, 186, 194, 212, 257 Close Review, 58, 98, 163, 194, 222, 457, 661
11.1.2.2: Select, read, and comprehend texts that address academic tasks, proficiently at grade 11–12 text complexity.	This standard is addressed throughout <i>myPerspectives Grade 12</i> . See the following pages: SE/TE: First Read, 18, 128, 178, 198, 228, 258, 438, 504, 584, 730, 768 Close Read, 22, 24, 129, 131, 137, 229, 264, 277, 284 Closer Look, 20, 25, 34, 135, 179, 181, 192, 200 Close Read the Text, 44, 81, 91, 154, 186, 194, 212, 257 Close Review, 58, 98, 163, 194, 222, 457, 661
11.1.2.3: Read widely, locating, selecting, and reading texts to examine concepts or issues from multiple viewpoints or perspectives like and unlike their own from dominant, non-dominant, and marginalized social groups.	SE/TE: Digital Perspectives, 123 Connection to Essential Question, 668A
11.1.R3: Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	
11.1.3.1: Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of Dakota and Anishinaabe people, to examine concepts, issues, or histories.	This standard is beyond the scope of <i>myPerspectives Grade 12</i> .

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11.1.R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
11.1.4.1: Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from literature and informational text, including determining where the text leaves matters uncertain; objectively summarize the text.	This standard is addressed throughout <i>myPerspectives Grade 12</i> . See the following pages: SE/TE: Evidence Log, 9, 119, 243, 419, 545, 683 First Read, 16, 50, 190, 258, 296, 314, 438, 704 Comprehension Check, 43, 58, 153, 193, 292, 310, 740 Analyze the Text, 44, 81, 91, 154, 186, 194, 212, 293, 311, 764 Analyze Craft and Structure, 45, 82, 92, 155, 187, 195, 213, 294, 765 Analyze the Media, 59, 98, 457, 741 Performance-Based Assessment Prep, 533
11.1.4.2: Determine two or more themes or central ideas of a text and synthesize their development over the course of the text, including how they interact and build on one another to provide a complex synthesis.	SE/TE: Writing to Compare, 95 Analyze Craft and Structure, 213, 755 Making Meaning, 396, 780
11.1.4.3: Analyze the impact of the author's choices regarding how to develop and relate the elements of a story or drama, in a literary text. (e.g., where a story is set, how action is ordered, how characters are introduced or developed)	SE/TE: Analyze the Text, 44, 154 Close Read, 105, 229 Analyze Craft and Structure, 45, 155, 278, 486, 565, 621 Conventions and Style, 157, 502, 524, 644
11.1.4.4: Analyze a complex set of ideas or sequence of events and how explain how specific individuals, ideas, concepts, or events interact and develop, in informational text.	SE/TE: First Read, 178, 190, 198 Closer Look, 179, 183 Analyze the Text, 186 Conventions and Style, 214 Analyze Craft and Structure, 397
11.1.R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
11.1.5.1: Evaluate the impacts on meaning and appeal of the author's choices concerning structuring the text, including how specific parts of the text interact with each other and contribute to the whole.	SE/TE: Making Meaning, 44 Effective Expression, 158 Analyze Craft and Structure, 278, 294, 433, 486, 565, 621, 643 Close Read, 293, 331 Conventions and Style, 157, 502, 524, 644
11.1.5.2: Evaluate the use of differing informational text structures to support an author's ideas, claims, and arguments.	SE/TE: Analyze Craft and Structure, 195, 397, 701

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11.1.5.3: Compare and contrast the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of a wide variety of texts.	SE/TE: First Review, 50, 96, 160, 738
11.1.R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
11.1.6.1: Evaluate how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	This standard is beyond the scope of <i>myPerspectives Grade 12</i> .
11.1.6.2: Analyze the progression of an idea or concept (e.g., democracy, integration, identity, climate change) as it has evolved in discussion in texts through decades or centuries through foundational documents of historical and literary significance.	For opportunities to address this standard please see: Standing up to Absolute Power, 116-119
11.1.6.3: Delineate and evaluate the reasoning in seminal scientific and legal texts, and the premises, purposes, and arguments in the documents identifying persuasive opinions and factual evidence.	SE/TE: Making Meaning, 584
11.1.R7: Evaluate arguments and specific claims from complex informational texts.	
11.1.7.1: Examine validity of reasoning, relevance and sufficiency of evidence supporting arguments in several texts to evaluate credibility of frequently used sources.	SE/TE: Writing to Sources, 48, 602 Conduct Research, 49 Review Evidence for an Argument, 407 Toolkit: Research (Evaluating Sources), R27
11.1.R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	
11.1.8.1: Analyze the cumulative impact of specific word choices on meaning, mood, and tone of literary text. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	SE/TE: Making Meaning, 81, 314, 380, 396, 432, 522, 564, 620 Analyze Craft and Structure, 82, 92, 433, 501, 523, 633 Author's Style, 502 Close Read, 105, 405, 555 Language Development, 156, 382 Vocabulary Development, 161 Closer Look, 183
11.1.8.2: Evaluate the impact of academic, technical, and domain-specific vocabulary, including words and phrases, on content, style, and meaning of informational text.	SE/TE: Word Study, 714

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11.1.R9: Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	
11.1.9.1: Access information from a wide variety of sources, including academic journals and peer-reviewed sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.	SE/TE: Launch Activity, 118
11.1.9.2: Make critical choices about information sources and create an annotated bibliography, using summary or critical annotations.	SE/TE: Speaking and Listening, 49 Enriching Writing with Research, 168–169 Research, 635
W: Writing	
11.2.W1: Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
11.2.1.1: Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose.	SE/TE: Review, Revise, and Edit, 61, 95, 165, 359, 489, 583, 743 Drafting, 459, 663, 717 Performance Task, 722 Write It, 723 Toolkit: Research, R34–R35
11.2.1.2: Write with varied use of elements of grammar and mechanics to align voice and style with the publishing plan.	SE/TE: Language Development 171, 363, 766 Effective Expression, 458 Writing to Compare, 459, 663 Editing and Proofreading, 725 Conventions and Style, 83, 93, 622, 634
11.2.W2: Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	
11.2.2.1: Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, and audiovisual elements) when applicable.	SE/TE: Effective Expression, 295
11.2.2.2: Write to reflect how personal perspective, identity, and voice have developed and changed over time, in relation to the global community.	For opportunities to address this standard please see: The Assignment of My Life, Summary, 418 Quick Write, 419

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11.2.W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
11.2.3.1: Generate and carry out a publishing plan to share written work with a wider audience; plan, draft, revise, and edit work considering the publishing plan.	SE/TE: Planning and Prewriting, 60, 94, 164 Drafting, 61,64, 165, 170, 362, 459, 462, 606, 633, 717, 722, 743 Prewriting/Planning, 63, 167, 361, 605, 719–721 Revising, 68, 172, 366, 466, 610, 724 Review, Revise, and Edit, 95, 359, 489, 583 Prewriting, 358, 488, 582, 716, 742 Writing to Compare, 458 Writing to Sources, 645, 767
11.2.3.2: Vary syntax for effect and apply an understanding of syntax when writing, considering audience, and use reference resources as needed.	SE/TE: Conventions and Style, 47, 435, 487, 514, 766 Language Development, 463 Analyze Craft and Structure, 565
11.2.W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
11.2.4.1: Write to argue, supporting both argument and counter-argument with evidence and making strong, logical appeals, building on skills from previous years.	SE/TE: Performance-Based Assessment Prep, 107, 407 Writing to Sources, 108–109, 295, 352, 383, 408–409 Writing to Compare, 458 Drafting, 663 Write an Argument, 63 Writing, 197 Pre-writing/Planning, 361
11.2.4.2: Write to persuade, supporting a position with developed ideas and logical reasoning, building on skills from previous years.	SE/TE: Writing to Sources, 48 Making Writing Sophisticated, 67
11.2.W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	
11.2.5.1: Write to inform or explain, comparing, integrating, and evaluating factual information to convey complex ideas accurately, choosing the best text structure to inform or explain on chosen topic for particular audience, building on skills from previous years.	SE/TE: Effective Expression, 48 Writing to Sources, 99, 232, 792 Write an Explanatory Essay, 166 Prewriting/Planning, 167 Write to Compare, 583, 71, 742 Write an Informative Essay, 718 Language Development, 766
11.2.5.1.a: Use precise language, sentence structure, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: Drafting, 170, Revising, 364, 724 Write to Compare, 583 Prepare to Compare, 662 Editing and Proofreading, 725

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11.2.5.2: Write to respond to literary text, analyzing multiple literary with texts with common genre, author, or theme.	SE/TE: QuickWrite, 9, 119, 243, 419, 545, 683 Close-Read Guide, 105, 229, 405, 531, 669, 773 Writing to Sources, 383, 515
11.2.W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	
11.2.6.1: Write to create, engaging and orienting the reader, establishing context and narrative point of view, and applying basic and advanced literary techniques in various literacy forms, including, by not limited to personal or autobiographical essays, building on skills learned in previous years.	SE/TE: Drafting, 462, 606 Writing to Sources, 436, 602, 645, 672 Performance Task, 460, 604 Revising, 464, 610
11.2.6.2: Apply structural elements characteristic of the personal essay or autobiographical essay.	SE/TE: Performance Task, 460, 604 Drafting, 462
11.2.W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	
11.2.7.1: Formulate self-generated questions narrowing or broadening the inquiry to demonstrate understanding of the subject under investigation.	SE/TE: Research, 43, 58, 162, 292, 347, 356, 484, 511, 563, 654, 734, 740
11.2.7.2: Plan and conduct independent research from a wide variety of sources including academic journals and peer-reviewed sources, demonstrating understanding of subject of investigation, and share findings in writing.	SE/TE: Research, 99, 223, 379, 635 Enriching Writing with Research, 168–169
11.2.W8: Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.	
11.2.8.1: Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose.	SE/TE: Prewriting/Planning, 63, 719–721 Writing to Sources, 99 Enriching Writing with Research, 720–721

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LSVEI: Listening, Speaking Viewing, and Exchanging Ideas	
11.3.LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
11.3.1.1: Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	
11.3.1.1.a: Exchange ideas on grade 11–12 topics, texts, and issues from social studies and science.	SE/TE: Overview: Whole-Class Learning, 10–11, 120–121, 244–245, 420–421, 546–547, 684–685 Share your Independent Learning, 106, 406, 532, 670, 790 Speaking and Listening, 189, 525, 623
11.3.1.1.b: Seek the perspectives of groups not represented to promote a thoughtful, well-reasoned exchange of ideas.	SE/TE: Overview: Whole-Class Learning, 10–11, 120–121, 244–245, 420–421, 546–547, 684–685
11.3.1.1.c: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: Working as a Team, 72, 176, 370, 470, 614, 728 Working on Group Projects, 73, 177, 615, 729 Speaking and Listening, 215, 399, 623, 757 Making a Schedule, 371, 471 Writing to Sources, 767
11.3.1.1.d: Develop a shared vision and goal in seeking diverse perspectives from the wider world. (e.g., experts from the local community or students from other schools, towns, states, or countries).	For opportunities to address this standard please see: A Changing World, 686-689
11.3.1.1.e: Employ conflict resolution strategies.	This standard is beyond the scope of <i>myPerspectives Grade 12</i> .
11.3.1.2: Extend conversations by posing and responding to questions that probe reasoning and evidence; ensure exploration of a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives, demonstrating preparation for the discussion.	SE/TE: Launch Activity, 118 Speaking and Listening, 279, 353, 399, 525 Making Meaning, 294 Plan with your Group, 526 Prepare to Compare, 742 Rehearse with your Group, 665 Performance Task, 784
11.3.1.3: Give and respond thoughtfully to constructive feedback, summarize points of agreement and disagreement and soliciting relevant feedback for use in revising work.	SE/TE: Review, Revise, and Edit, 61, 95, 165, 359, 489, 583, 743 Revising, 68, 172, 366, 466, 610, 724 Drafting, 459, 663, 717 Writing to Sources, 767

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11.3.LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	
11.3.2.1: Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language, in a variety of forms including digital and face to face interactions, considering audience and context.	SE/TE: Working as a Team, 72, 176, 370, 470, 614, 728 Speaking and Listening, 437 Present and Evaluate, 785
11.3.LSVEI 3: Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	
11.3.3.1: Select and deliver most applicable style of presentation to communicate knowledge and ideas appropriate to task, purpose, audience, and discipline, ensuring that audience can follow the line of reasoning in presentation of knowledge of ideas, following ethical and safe communication practices.	SE/TE: Speaking and Listening, 110, 215, 757, 794 Present and Evaluate, 225, 401, 527, 665, 785
11.3.3.2: Create and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific, current, relevant purpose; publish work, considering audience, demonstrating understanding of digital footprint.	SE/TE: Working as a Team, 72, 176, 370, 470, 614, 728 Present and Evaluate, 101 Speaking and Listening, 215, 234, 525 Research, 503 Performance Assessment, 674

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