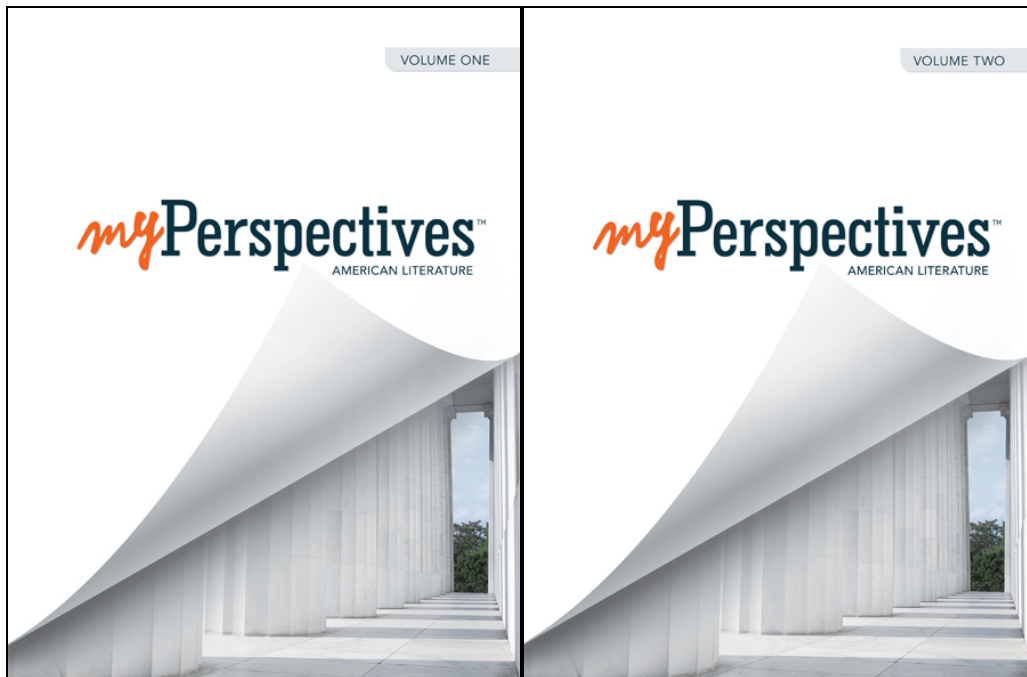


## A Correlation of



**Grade 11, ©2017**

**To the**

**New York State Next Generation English  
Language Arts Learning Standards  
Grade 11**

**A Correlation of myPerspectives, Grade 11 ©2017 to the  
New York State Next Generation English Language Arts Learning Standards (2017)**

**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. 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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<b>(11-12R) Reading</b>	
<b>Literary and Informational Text</b>	
<b>Key Ideas and Details</b>	
<p>(11-12R1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> Common Core Companion, 2-3, 9</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><b>Informational Text</b>  <b>SE/TE:</b> 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;  <b>myPerspectives Plus:</b> Common Core Companion, 90-91, 97</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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> 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>

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<p>(11-12R2) Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text.</p>	<p><b>Literary Text</b>  <b>SE/TE: [Theme]</b> 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 <b>[Summary]</b> Unit 6 Introduction, 756; <b>myPerspectives Plus:</b> Common Core Companion, 15-16, 22</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE: [Theme]</b> The Writing of Walt Whitman, 164, 165; “Chicago”/“Wilderness,” 492; <i>The Crucible</i>, Act IV, 680, 685; <b>[Summary]</b> “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><b>Informational Text</b>  <b>SE/TE: [Central Idea]</b> from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 <b>[Summary]</b> Unit Introductions (1-5), 8, 144, 280, 398, 550; <b>myPerspectives Plus:</b> Common Core Companion, 103-104, 110</p> <p><b><u>Additional Coverage</u></b>  <b>[Central Idea]</b> from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; Second Inaugural Address, 304-305</p>

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<p>(11-12R3) In literary texts, analyze the impact of author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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 <b>myPerspectives Plus:</b> Common Core Companion, 28-29, 35</p> <p><b>Informational Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 116-117</p>
<p><b>Craft and Structure</b></p>	
<p>(11-12R4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 41-42, 48</p> <p><b>Additional Coverage</b>  <b>SE/TE:</b> 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><b>Informational Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 123-124, 130</p>

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<p align="center"><b>New York State Next Generation English Language Arts Learning Standards</b></p>	<p align="center"><b>myPerspectives English Language Arts Grade 11 ©2017</b></p>
<p>(11-12R5) In literary texts, analyze how varied aspects of structure create meaning and affect the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 54-55</p> <p><b>Informational Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 163-164</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Second Inaugural Address, 304, 305; from <i>What to the Slave Is the Fourth of July?</i>, 294-295</p>

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<p>(11-12R6) Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 61-62</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "An Occurrence at Owl Creek Bridge," 834, 840</p> <p><b>Informational Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 143-144, 150</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> 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>



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<b>Integration of Knowledge and Ideas</b>	
<p>(11-12R7) In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> The Poetry of Emily Dickinson, 184; <i>from</i> Emily Dickinson, 189; The Poetry of Emily Dickinson / <i>from Emily Dickinson</i>, 190-191; "Wilderness" / Carl Sandburg Reads "Wilderness," 494; <i>The Crucible / The Crucible</i>, (audio)," 690-691; <b>myPerspectives Plus:</b> Common Core Companion, 68-69</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "The American Revolution: Visual Propaganda," 58; <i>from America's Constitution: A Biography</i> / <i>from The United States Constitution: A Graphic Adaptation</i>, 90-91; "Perspectives on Lincoln," 316; Declaration of Sentiments / "Giving Women the Vote," 350-351; <i>from Farewell to Manzanar</i> / "Interview with George Takei," 720-721; <b>myPerspectives Plus:</b> Common Core Companion, 156-157</p>

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<p>(11-12R8) Delineate and evaluate an argument in applicable texts, applying a lens (e.g. constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "A Wagner Matinee," 258, 259; "The Story of an Hour," 357; <i>The Crucible</i>, Act IV, 684  <b>TE Only:</b> Personalize for Learning: English Language Support, Getting the Message, 180; Challenge, Quotation Interpretation, 188; Challenge, Text Analysis, 355; WriteNow Express and Reflect, Argument, 833</p> <p><b>Informational Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 163-164  <b>TE Only:</b> Cross-Curricular Perspectives: Social Studies, 32;</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Second Inaugural Address, 304, 305; from <i>What to the Slave Is the Fourth of July?</i>, 294-295</p>

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<p>(11-12R9) Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> The Poetry of Emily Dickinson, 184; 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; "A White Heron," 448; <i>The Crucible</i>, 684; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691; "The Leap," 803; <b>myPerspectives Plus:</b> Common Core Companion, 261-264  <b>TE Only:</b> Cross-Curricular Perspectives: Humanities, 175; Personalize for Learning: English Language Support, Compare Text and Audio, 189; English Language Support, Difficult Concepts, 196; Challenge, Make Connections, 443; Challenge, Comparing Authors' Style, 786; English Language Support, Literary Analysis, 801; Strategic Support, Connecting to Literature, 837; English Language Support, Text Analysis, 847;</p> <p><b>Informational Text</b>  <b>SE/TE:</b> Speech in the Convention, 50; from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; from <i>Walden</i> / from "Civil Disobedience," 228; Brown v. Board of Education: Opinion of the Court / "Was 'Brown v. Board' a Failure?", 378-379; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; <b>myPerspectives Plus:</b> Common Core Companion, 265-268  <b>TE Only:</b> Personalize for Learning: English Language Support, Write a Memoir, 489</p>

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<b>(11-12W) Writing</b>	
<b>Text Types and Purposes</b>	
(11-12W1) Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 185-195; Interactive Writing Lessons: Argumentative Writing
(11-12W1a) Introduce precise claim(s), establish the significance of the claim(s), distinguish the claim(s) from counterclaim(s), and create an organization that logically sequences claims, counterclaims, reasons, and evidence.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 186-189  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747
(11-12W1b) Develop claim(s) and counterclaim(s) thoroughly and in a balanced manner, supplying the most relevant evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge level, concerns, values, and possible biases.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 186-189  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> <i>America's Constitution: A Biography</i> , 81; <i>The Crucible</i> , 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747
(11-12W1c) Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of the topic.	<b>SE/TE:</b> Speech in the Convention, 50; Whole-Class Performance Task, Unit 1: 60, 66, Unit 5: 698; <i>The Crucible</i> , Act IV, 684;

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(11-12W1d) Use appropriate and varied transitions, as well as varied syntax, to make critical connections, create cohesion, and clarify the relationships among complex ideas and concepts.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 65, Unit 5: 698; <b>myPerspectives Plus:</b> Common Core Companion, 190</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> 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>
(11-12W1e) Provide a concluding statement or section that explains the significance of the argument presented.	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 191</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
(11-12W1f) Maintain a style and tone appropriate to the writing task.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 66, Unit 5: 698; <b>myPerspectives Plus:</b> Common Core Companion, 190, 194</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> 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>

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<p>(11-12W2) 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><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 196-207; Interactive Writing Lessons: Informative/Explanatory Writing</p>

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<p>(11-12W2a) Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.</p>	<p><b>SE/TE:</b> from <i>America's Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; <i>The Poetry of Emily Dickinson</i> / 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; <b>myPerspectives Plus:</b> Common Core Companion, 197, 199, 200, 201</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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<p>(11-12W2b) Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 198, 200, 201</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
<p>(11-12W2c) Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456; <b>myPerspectives Plus:</b> Common Core Companion, 201, 202</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; "The Leap," 806</p>



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(11-12W2d) Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	<p><b>SE/TE:</b> "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; <b>MyPerspectives Plus:</b> Common Core Companion, 199, 201</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
(11-12W2e) Provide a concluding statement or section that explains the significance of the information presented.	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 199, 202</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
(11-12W2f) Establish and maintain a style appropriate to the writing task.	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 203</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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(11-12W3) Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing
(11-12W3a) Engage the reader by presenting a problem, conflict, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 209, 210, 211  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867
(11-12W3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and plot lines to develop experiences, events, and/or characters.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 212  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867
(11-12W3c) Use a variety of techniques to sequence events to create cohesion, a smooth progression of experiences or events, and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	<b>SE/TE:</b> “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810; <b>myPerspectives Plus:</b> Common Core Companion, 213  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867

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<p>(11-12W3d) Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 214</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>(11-12W3e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 214</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>

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<p>(11-12W4) Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p>	<p><b>SE/TE:</b> from <i>Walden</i> / from “Civil Disobedience,” 228; “The Love Song of J. Alfred Prufrock,” 247; Second Inaugural Address, 309; “Everything Stuck to Him,” 792</p> <p><b>TE Only:</b> Personalize for Learning: Challenge, Research, 15, 45, 59, 104, 298, 366, 374, 476, 712, 836, 863; Cross-Curricular Perspectives: Social Studies, 32, 42, 123, 217, 223, 290, 302, 365, 423, 575; Art, 57, 88, 238, 344, 495, 642; Humanities, 77, 154, 175, 186, 209, 483, 524; Personalize for Learning: Challenge, Comparing Memoir to Film, 97; Cross-Curricular Perspectives: Science, 106, 111, 358, 436, 730, 846; Art/Music, 163; Personalize for Learning: Challenge, Poetry Research, 179; Challenge, Interview, 213; Strategic Support, Government and Ideas, 224; Challenge, Inventions of the 1800s, 233; WriteNow Express and Reflect, Poem, 246; Cross-Curricular Perspectives: Music, 254, 335, 509, 671, 675, 711; Personalize for Learning: Challenge, The Homestead Acts, 257; Challenge, Research the Author, 293; Strategic Support, Reporting vs. Commentary, 316; Challenge, Creative Sketch, 413; Strategic Support, Jazz Fantasia, 498; Cross-Curricular Perspectives: Science and Art, 505; Personalize for Learning: Challenge, Chicago Today, 506; Challenge, Puritan Children, 569; Challenge, Act It Out, 580; Challenge, Salem Witch Trials, 591; Challenge, Perform, 596; Challenge, Courtroom Analysis, 607; Challenge, Mock Trial, 640; Challenge, Research Cultures, 733; Challenge, Multimedia Presentation, 763; Challenge, The Art of Quilting, 773; Challenge, Writing an Obituary, 852</p>

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<p>(11-12W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 11/12 Reading standards to both literary and informational text, where applicable.</p>	<p><b>SE/TE:</b> 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; "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>, 684; <i>The Crucible / The Crucible (audio),</i> 690-691; from <i>Farewell to Manzanar / "Interview with George Takei,"</i> 720-721; <b>myPerspectives Plus:</b> <i>Common Core Companion</i>, 261-264, 265-268</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>
<p><b>Research to Build and Present Knowledge</b></p> <p>(11-12W6) Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.</p>	<p><b>SE/TE:</b> <i>Gettysburg Address</i>, 125; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 293; from <i>Life on the Mississippi</i>, 413; "Antojos," 737; "A Brief History of the Short Story," 826; <i>Whole Class Performance Task</i>, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695; <b>myPerspectives Plus:</b> <i>Common Core Companion</i>, 240, 241, 244; <i>Interactive Research Lessons: Research Writing, Sources and Evidence</i></p>

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<b>New York State Next Generation English Language Arts Learning Standards</b>	<b>myPerspectives English Language Arts Grade 11 ©2017</b>
<p>(11-12W7) Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 247-260; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>
<b>(11-12SL) Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
<p>(11-12SL1) Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 278-285; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p>

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<p>(11-12SL1a) Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SE/TE:</b> 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><b>myPerspectives Plus:</b> Common Core Companion, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b></p> <p><b>SE/TE:</b> 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>(11-12SL1b) Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p>	<p><b>SE/TE:</b> Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b></p> <p><b>SE/TE:</b> 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>

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<p>(11-12SL1c) Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> 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>(11-12SL1d) 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><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> 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>(11-12SL2) Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source and note any discrepancies among the data to make informed decisions and solve problems.</p>	<p><b>SE/TE:</b> “The American Revolution: Visual Propaganda,” 59; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508–509; <b>myPerspectives Plus:</b> Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>



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(11-12SL3) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; assess the premises and connections among ideas, diction, and tone.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations
<b>Presentation of Knowledge and Ideas</b>	
(11-12SL4) Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 297, 298, 301; Interactive Speaking and Listening Lessons: Giving a Presentation
(11-12SL5) Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation

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(11-12SL6) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 306, 307, 310; Interactive Speaking and Listening Lessons: Giving a Presentation
<b>(11-12L) Language</b>	
<b>Conventions of Academic English</b>	
(11-12L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Interactive Grammar Practice Lessons
(11-12L1a) Use parallel structure.	<b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 37; "Speech in the Convention," 49, 50; Whole-Class Performance Task, Unit 1: 64; Gettysburg Address, 124  <i>Additional Resources</i> <i>SE/TE: Glossary, R50</i>
(11-12L1b) Use various types of phrases and clauses to add variety and interest to writing or presentations.	<b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 37; from "Nature" / from "Self-Reliance," 212; from <i>What to the Slave Is the Fourth of July?</i> , 297; Second Inaugural Address, 307; Declaration of Sentiments, 345; Whole-Class Performance Task, Unit 4: 455; Grammar Handbook, R60-R61

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(11-12L1c) Understand that usage is a matter of convention that can change over time.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 314, 315
(11-12L1d) Resolve issues of complex or contested usage, consulting references as needed.	<b>SE/TE:</b> Declaration of Independence, 27; "Everyday Use," 777; <b>myPerspectives Plus:</b> Common Core Companion, 316, 317
(11-12L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Interactive Grammar Practice Lessons (Punctuation)
(11-12L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 37; "The Love Song of J. Alfred Prufrock," 246; Whole-Class Performance Task, Unit 3: 323, Unit 6: 815; "A Literature of Place," 471; Grammar Handbook, R66-R67; <b>myPerspectives Plus:</b> Common Core Companion, 318, 319; Interactive Grammar Practice Lessons (Punctuation: Hyphenation)
(11-12L2b) Use a semicolon to link two or more closely related independent clauses.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 323, Unit 6: 815; Grammar Handbook, R61, R66
(11-12L2c) Use a colon to introduce a list or quotation.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 6: 815; Grammar Handbook, R66

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<b>Knowledge of Language</b>	
(11-12L3) 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.	<b>SE/TE:</b> 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 <b>TE Only:</b> Personalize for Learning: English Language Support, Eighteenth-Century Narrative Style, 100
(11-12L3a) Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 322, 323
<b>Vocabulary Acquisition and Use</b>	
(11-12L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Academic Vocabulary and Word Study: Interactive Vocabulary Lessons  <i>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i>

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<p>(11-12L4a) 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>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 324, 325</p>
<p>(11-12L4b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 326, 327</p>

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(11-12L4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 328, 329
(11-12L4d) 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).	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 330, 331
(11-12L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE/TE:</b> 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
(11-12L5a) Interpret figures of speech, including hyperbole and paradox, in context and analyze their role in the text.	<b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 332, 333

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(11-12L5b) Analyze nuances in the meaning of words with similar denotations.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 334, 335
(11-12L6) Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 336, 337  <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>