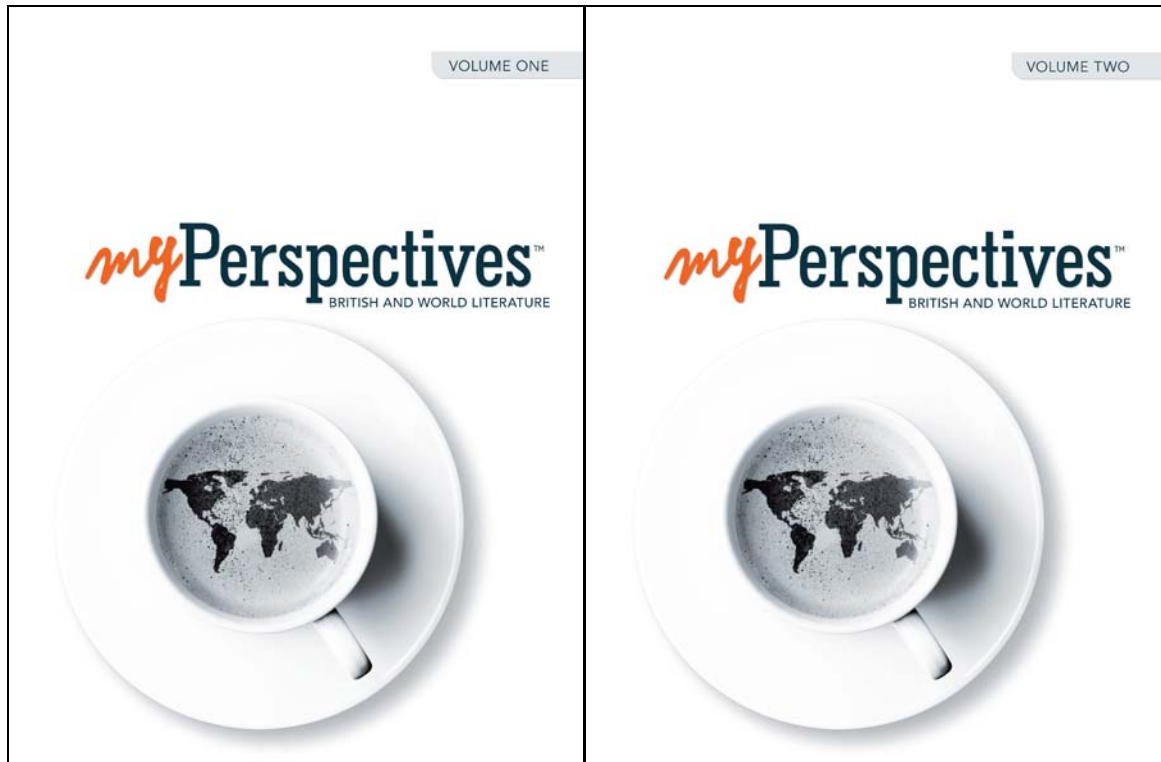


## A Correlation of



**Grade 12, ©2017**

To the

**The College Board  
Redesigned SAT®  
Grade 12**

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**Introduction**

This document demonstrates how **myPerspectives™ English Language Arts** meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and page number.

*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>SAT READING DOMAIN</b>	
<b>Text Complexity</b>	
<p>The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.</p>	<p>At the 12<sup>th</sup> grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p><b>TE only:</b> Personalize for Learning: U3: 250C; U3: 280C; U5: 552C; Teaching: U5: 570-576; U5: 585-596</p>
<b>Information and Ideas</b>	
<p>These questions focus on the informational content of text.</p>	<p><b>SE/TE:</b> Analyzing the Text/Media (examples), U1: 44, 59, 91; U2: 154, 194, 212; U3: 277, 293, 380; U4: 485, 512; U5: 564, 598, 642; U6: 700, 735, 754, 764</p> <p><b>TE only:</b> Conclude (examples), U1: 21, 23, 25, 31, 33; U2: 135, 136, 143, 148, 161; U3: 387, 389, 390; U4: 441, 474, 492; U6: 751, 752, 761</p>

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<b>Reading closely</b>	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	<b>SE/TE:</b> Analyzing the Text/Media (examples), U1: 44, 59, 91; U2: 154, 194, 212; U3: 277, 293, 380; U4: 485, 512; U5: 564, 598, 642; U6: 700, 735, 754, 764
Determining explicit meanings	
The student will identify information and ideas explicitly stated in text.	<b>SE/TE:</b> Analyze Craft and Structure: Interaction and Development of Ideas, U2: 195; Style and Point of View, U2: 213; Analyze Arguments, U3: 397; Central Ideas and Supporting Details; U6: 781; Review and Clarify, U4: 477; Central Ideas and Supporting Details, U6: 781 <b>TE only:</b> Main Ideas, U3: 378
Determining implicit meanings	
The student will draw reasonable inferences and logical conclusions from text.	<b>SE/TE:</b> Make Inferences, U1: 24, 44, 58; U3: 293, 304, 331; U4: 432, 446; U4: 504; U6: 700 <b>TE only:</b> Making Inferences, 273, 285, 509; Conclude (examples), U1: 21, 23, 25, 31, 33; U2: 135, 136, 143, 148, 161; U3: 387, 389, 390; U4: 441, 474, 492; U6: 751, 752, 761
Using analogical reasoning	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	<b>SE/TE:</b> Research to Clarify & Research to Explore (examples), U1: 43, 80; U2: 193, 210, 211, 221; U3: 276, 292; U4: 484, 499; U5: 577, 597, 619, 654; U6: 699, 711, 753, 763, 779; Essential Question, U1: 44, 59, 91; U2: 154, 194, 212; U3: 277, 293, 380; U4: 485, 512; U5: 564, 598, 642; U6: 700, 735, 754, 764
<b>Citing textual evidence</b>	
The student will cite the textual evidence that best supports a given claim or point.	<b>SE/TE:</b> Analyzing the Text/Media (examples), U1: 44, 59, 91; U2: 154, 194, 212; U3: 277, 293, 380; U4: 485, 512; U5: 564, 598, 642; U6: 700, 735, 754, 764

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<b>Determining central ideas and themes</b>	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	<b>SE/TE:</b> Analyze Craft and Structure: Impact of Word Choice on Themes, U1: 82, 92; Development of Theme, U3: 380; U4: 478, 486; Influence of Historical Period, U5: 579; Universal and Culturally Specific Themes, U6: 755; Writing to Sources, U4: 489; U5: 583; Analyze the Text, U5: 564, 578; Central Ideas and Supporting Details, U6: 781 <b>TE only:</b> Analyze Theme, U3: 318; Reflect on Theme, U1: 34
<b>Summarizing</b>	
The student will identify a reasonable summary of a text or of key information and ideas in text.	<b>SE/TE:</b> Unit Summary, U1: 8; U2: 118; U3: 242; U4: 418; U5: 544; U6: 682; Notebook (examples), U1: 58; U2: 153, 162, 193, 221; U3: 276, 292, 310, 330, 347; U4: 445; U5: 597, 619; U6: 699 <b>TE only:</b> Write a Summary, U5: 688
<b>Understanding relationships</b>	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	<b>SE/TE:</b> Make Inferences, U1: 24, 44, 58; U3: 293, 304, 331; U4: 432, 446; U4: 504; U6: 700; Writing to Sources, U4: 489; U5: 583; Analyze the Text, U5: 564, 578; Central Ideas and Supporting Details, U6: 781 <b>TE only:</b> Analyze Theme, U3: 318; Reflect on Theme, U1: 34
<b>Interpreting words and phrases in context</b>	
The student will determine the meaning of words and phrases in context.	<b>SE/TE: SE/TE:</b> Context Clues, U1: 74, 84; U2: 190; U3: 384; U4: 472, 480, 490, 504; U5: 624, 636, 646; U6: 744also see: Word Network, U1: 7; U2: 117; U3: 241; U4: 417; U5: 543; U6: 681 <b>TE only:</b> Concept Vocabulary, U2: 191; U3: 375, 377, 386; U4: 483, 494, 508, 509; U5: 627, 628; U6: 732, 747, 748, 761

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<b>Rhetoric</b>	
These questions focus on the rhetorical analysis of text.	<b>SE/TE:</b> Author’s Style: Rhetorical Devices, U4: 502; Conventions and Style: Rhetorical Devices, U5: 644; Voice and Development of Ideas, U6: 703; Review and Revise, U1: 61; Using Rhetorical Devices, U1: 67; Writing to Compare, U2: 165 <b>TE only:</b> Rhetorical Questions, U1: 67; U7: 703; Amplification, U2: 203
<b>Analyzing word choice</b>	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	<b>SE/TE:</b> Word Study: Antonyms, U3: 331; First Read: Poetry, U5: 552; Analyze Craft and Structure: Influence of Historical Period, U5: 565; Impact of Word Choice on Themes, U5: 643; First Read: Fiction, U5: 636; Formal and Informal Language, U6: 715 <b>TE only:</b> Analyze Figurative Language, U1: 6; U3: 338; U5: 558, 629; Analyze a Metaphor, U2: 200; U4: 507; Analyze a Simile, U2: 209; Analyze Extended Metaphors, U3: 340; Analyze Imagery, U3: 374; U4: 498
<b>Analyzing text structure</b>	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure (examples), U1: 45, 92; U2: 155, 213; U3: 278, 349, 397; U4: 433, 478, 486, 513, 523; U5: 565, 579, 621, 643; U6: 701, 713, 755
<b>Analyzing overall text structure</b>	
The student will describe the overall structure of a text.	<b>SE/TE:</b> Analyze Craft and Structure: Archetypal Plots, U1: 45; Text Structure, U2: 188; U3: 278; U5: 621; Cause and Effect Structure, U3: 312; U4: 501; Sonnets, U3: 381; Narrative Structure, U4: 513; Ode, U5: 579; Structure and Aesthetic Impact, U5: 599; Dramatic Monologue, U6: 765; Lyric Poetry, U5: 567; Analyze Craft and Structure: Historical Writing, U2: 187; Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Science Journalism, U5: 656; Elements of Historical Writing, U6: 736

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<b>Analyzing part-whole relationships</b>	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure: Archetypal Plots, U1: 45; Text Structure, U2: 188; U3: 278; U5: 621; Sonnets, U3: 381; Narrative Structure, U4: 513; Ode, U5: 579; Structure and Aesthetic Impact, U5: 599; Dramatic Monologue, U6: 765; Lyric Poetry, U5: 567; Analyze Craft and Structure: Historical Writing, U2: 187; Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Science Journalism, U5: 656; Elements of Historical Writing, U6: 736
<b>Analyzing point of view</b>	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	<b>SE/TE:</b> Analyze Craft and Structure: Style and Point of View, U2: 213; Analyze Arguments, U3: 397; Science Journalism, U5: 656; Analyze Point of View and Purpose, U6: 701; Cultural Conflict and Irony, U6: 713; Style and Point of View, U2: 213; Point of View: Satire, U4: 447 <b>TE only:</b> Identify Social Commentary, U2: 135
<b>Analyzing purpose</b>	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	<b>SE/TE:</b> Analyze Craft and Structure: Style and Point of View, U2: 213; Analyze Arguments, U3: 397; Analyze Point of View and Purpose, U6: 701; Compare Historical Texts, U6: 742 <b>TE only:</b> Text Preview, U2: 228; Analyze Author's Purpose, U6: 773
<b>Analyzing arguments</b>	
These questions focus on analyzing arguments for their content and structure.	<b>SE/TE:</b> Academic Vocabulary: Argument, U1: 5; U3: 239; Writing to Sources, U2: 158; Analyze Craft and Structure: Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Read It, U4: 479; Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6-R7 <b>TE only:</b> Launch Text: Argument Model, U1: 6; U3: 240; Forming Groups, U1: 72; Argument, U2: 184; U5: 591; Analyze Reasoning, U5: 653



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<b>Analyzing claims and counterclaims</b>	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	<p><b>SE/TE:</b> Academic Vocabulary: Argument, U1: 5; U3: 239; Writing to Sources, U2: 158; Analyze Craft and Structure: Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Read It, U4: 479; Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7</p> <p><b>TE only:</b> Launch Text: Argument Model, U1: 6; U3: 240; Forming Groups, U1: 72; Argument, U2: 184; U5: 591; Analyze Reasoning, U5: 653</p>
<b>Assessing reasoning</b>	
The student will assess an author’s reasoning for soundness.	<p><b>SE/TE:</b> Academic Vocabulary: Argument, U1: 5; U3: 239; Writing to Sources, U2: 158; Analyze Craft and Structure: Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Read It, U4: 479; Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7</p> <p><b>TE only:</b> Launch Text: Argument Model, U1: 6; U3: 240; Forming Groups, U1: 72; Argument, U2: 184; U5: 591; Analyze Reasoning, U5: 653</p>
<b>Analyzing evidence</b>	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	<p><b>SE/TE:</b> Academic Vocabulary: Argument, U1: 5; U3: 239; Writing to Sources, U2: 158; Analyze Craft and Structure: Interaction and Development of Ideas, U2: 195; Analyze Arguments, U3: 397; Read It, U4: 479; Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7</p> <p><b>TE only:</b> Launch Text: Argument Model, U1: 6; U3: 240; Forming Groups, U1: 72; Argument, U2: 184; U5: 591; Analyze Reasoning, U5: 653</p>

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<p><b>Synthesis</b></p> <p>These questions focus on synthesizing multiple sources of information.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore (examples), U1: 43, 80; U2: 193, 210, 211, 221; U3: 276, 292; U4: 484, 499; U5: 577, 597, 619, 654; U6: 699, 711, 753, 763; Media/Public Document: Passenger Manifest for the MV Empire Windrush, U2: 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, U6: 658–661; Comparing a Text with a Radio Broadcast, U6: 662; Writing to Compare, U6: 663; U6: 743; Comparing Text to Media: <i>from</i> History of Jamaica, U6: 738–741; Comparing Historical Texts, U6: 742</p>
<p><b>Analyzing multiple texts</b></p> <p>The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)</p>	<p><b>SE/TE:</b> from <i>Beowulf</i>, U1: 19 &amp; from <i>Beowulf</i> (graphic novel), U1: 51; <i>The Most Forgetful Man in the World</i>, U5: 647 &amp; <i>When Memories Never Fade, the Past Can Poison the Present</i>, U5: 659; Writing to Compare, U1: 61, 95; U2: 165; U4: 489; U5: 583; U6: 717, 743</p>
<p><b>Analyzing quantitative information</b></p> <p>The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.</p>	<p><b>SE/TE:</b> Graphic Novel, U1: 50–58; Timeline, U1: 12–15; U2: 122–125; U3: 246–249; U4: 422–425; U5: 548–551; U6: 686–689; Integration of Knowledge and Ideas (map), U1: 13; U6: 687; Graphs, U2: 123; Charts, U3: 247; Drawing, U4: 422; Paintings, U5: 549</p>

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<b>SAT WRITING AND LANGUAGE DOMAIN</b>	
<b>Text Complexity</b>	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 12 <sup>th</sup> grade level, in <i>myPerspectives</i> , several opportunities for evidence-based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text.  <b>SE/TE:</b> Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725; Performance-Based Assessment: Argument, U1: 108, 109; Response to Literature, U3: 408–409; Video Analysis, U2: 234; TV Commentary, 410; Writing to Compare, U1: 61, 95; U2: 165; U3: 359; U4: 459, 489; U5: 583, 663; U6: 743
<b>Expression of Ideas</b>	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	<b>SE/TE:</b> Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725
<b>Development</b>	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	<b>SE/TE:</b> Rhetorical Devices, U4: 502; Writing to Compare: Argument, U1: 61; Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Response to Criticism, U2: 158; Argument, U3: 295; Satirical Argument, U4: 450; Writing: Argument, U2: 197

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<b>Proposition</b>	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	<b>SE/TE:</b> Writing to Compare, U1: 61, 95; U2: 165; U3: 359; U4: 459, 489; U5: 583, 663; U6: 743; Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725
<b>Support</b>	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	<b>SE/TE:</b> Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725; Enriching Writing with Research, U2: 168–169; U6: 722–723; Review Evidence for an Informative Essay, U2: 107; U6: 791; Writing to Compare: Research Report, U5: 583
<b>Focus</b>	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/planning, U6: 719; Enriching Writing With Research, U2: 168; Drafting, U6: 720; Writing to Sources: Comparison, U3: 358; Response to Literature, U3: 383; Review Evidence for an Informative Essay, U2: 107; U6: 791; Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725
<b>Quantitative information</b>	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	<b>SE/TE:</b> Media: Public Document: Passenger Manifest, 217–221; also see: Timelines, 12–15, 122–125, 246–249, 422–425, 548–551, 686–689

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<b>Organization</b>	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	<b>SE/TE:</b> Whole-Class Performance Task: Create Cohesion: Transitions, U2: 65; U6: 721; Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Performance-Based Assessment: U1: 108, 109; U2: 232, 233; U3: 360, 366; U4: 408, 409; Writing to Sources: Comparison, U3: 358
<b>Logical sequence</b>	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	<b>SE/TE:</b> Revising for Sentence Length and Varied Syntax, U1: 66; Writing to Compare: Block Organization, U1: 95; Whole-Class Performance Task: Revising, U2: 172; Performance-Based Assessment: U1: 108, 109; U2: 232, 233; U3: 360, 366; U4: 408, 409; Writing to Sources: Comparison, U3: 358
<b>Introductions, conclusions, and transitions</b>	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	<b>SE/TE:</b> Whole-Class Performance Task: Create Cohesion: Transitions, U2: 65; U6: 721; Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Performance-Based Assessment: U1: 108, 109; U2: 232, 233; U3: 360, 366; U4: 408, 409; Writing to Sources: Comparison, U3: 358
<b>Effective language use</b>	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	<b>SE/TE:</b> Rhetorical Devices, U4: 502; Writing to Compare: Argument, U1: 61; Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Response to Criticism, U2: 158; Argument, U3: 295; Satirical Argument, U4: 450; Writing: Argument, U2: 197
<b>Precision</b>	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	<b>SE/TE:</b> Whole-Class Performance Task: Establish Voice: Formal Style, U3: 363; Performance-Based Assessment: U1: 108, 109; U3: 360, 363, 408, 409; Writing to Compare: Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Argument, U3: 295

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<b>Concision</b>	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	<b>SE/TE:</b> Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Performance-Based Assessment: U1: 108, 109; U2: 232, 233; U3: 360, 366; U4: 408, 409; Writing to Sources: Comparison, U3: 358
<b>Style and tone</b>	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	<b>SE/TE:</b> Conventions and Style: Using Syntax for Elaboration, U1: 47; Whole-Class Performance Task: Establish Voice: Formal Style, U3: 363; Performance-Based Assessment: U1: 108, 109; U3: 360, 363, 408, 409; Writing to Compare: Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Argument, U3: 295
<b>Syntax</b>	
The student will use various sentence structures to accomplish needed rhetorical purposes.	<b>SE/TE:</b> Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Writing to Sources: Comparison, U3: 358; Conventions and Style: Clauses in Periodic Sentences, U4: 435; Clauses and Loose Sentences, U4: 514; Whole-Class Performance Task: U3: 363
<b>Standard English Conventions</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 69; U2: 173; U3: 367; U4: 467; U5: 611; U6: 725; Conventions and Style, U1: 47, 83, 93; U2: 157, 188, 196, 214; U3: 333, 351, 398; U4: 435, 449, 479, 487, 514, 524; U5: 567, 581, 601, 622, 634, 644, 657; U6: 703, 715, 737, 756, 766, 782; Grammar Handbook, R60–R69
<b>Sentence structure</b>	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	<b>SE/TE:</b> Revising for Sentence Length and Varied Syntax, U1: 66; Structuring Sentences, U3: 365; Conventions and Style: Clauses in Periodic Sentences, U4: 435; Clauses and Loose Sentences, U4: 514; Whole-Class Performance Task: U3: 363

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<b>Sentence formation</b>	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	<b>SE/TE:</b> Structuring Sentences, U3: 365; Conventions and Style: Clauses in Periodic Sentences, U4: 435; Clauses and Loose Sentences, U4: 514; Whole-Class Performance Task: U3: 363; Grammar Handbook: Sentence Structure, R62–R63
<b>Sentence boundaries</b>	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	<b>SE/TE:</b> Sentences: periodic, U4: 435; balanced, U4: 487; elliptical, U5: 601; Grammar Handbook: Sentence Structure, R62–R63
<b>Subordination and coordination</b>	
The student will recognize and correct problems in coordination and subordination in sentences.	<b>SE/TE:</b> Conventions and Style: Clauses in Periodic Sentences, U4: 435; Clauses and Loose Sentences, U4: 514; Grammar Handbook: Sentence Structure, R62–R63
<b>Parallel structure</b>	
The student will recognize and correct problems in parallel structure in sentences.	<b>SE/TE:</b> Parallelism, U4: 487; Grammar Handbook: Sentence Structure, R62–R63
<b>Modifier placement</b>	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	<b>SE/TE:</b> Grammar Handbook: Using Modifiers, R64
<b>Inappropriate shifts in construction</b>	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	<b>SE/TE:</b> Verb Mood, U4: 479; Grammar Handbook: Verbs, R60; Using Verbs, R64
<b>Verb tense, mood, and voice</b>	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	<b>SE/TE:</b> Verb Mood, U4: 479; Grammar Handbook: Verbs, R60; Using Verbs, R64
<b>Pronoun person and number</b>	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R60; Pronoun and Antecedent Agreement, R63

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<b>Conventions of Usage</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 69; U2: 173; U3: 367; U4: 467; U5: 611; U6: 725; Conventions and Style, U1: 47, 83, 93; U2: 157, 188, 196, 214; U3: 333, 351, 398; U4: 435, 449, 479, 487, 514, 524; U5: 567, 581, 601, 622, 634, 644, 657; U6: 703, 715, 737, 756, 766, 782; Grammar Handbook, R60–R69
<b>Pronouns</b>	
These questions focus on the proper use of pronouns.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R60; Pronoun and Antecedent Agreement, R63
<b>Pronoun clarity</b>	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R60; Pronoun and Antecedent Agreement, R63
<b>Possessive determiners</b>	
The student will recognize and correct cases in which possessive determiners ( <i>its, your, their</i> ), contractions ( <i>it's, you're, they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R65–R66
<b>Agreement</b>	
These questions focus on ensuring grammatical agreement.	<b>SE/TE:</b> Grammar Handbook: Pronoun and Antecedent Agreement, R63; Subject and Verb Agreement, R63
<b>Pronoun-antecedent agreement</b>	
The student will recognize and correct lack of agreement between pronoun and antecedent.	<b>SE/TE:</b> Grammar Handbook: Pronoun and Antecedent Agreement, R63
<b>Subject-verb agreement</b>	
The student will recognize and correct lack of agreement between subject and verb.	<b>SE/TE:</b> Grammar Handbook: Subject and Verb Agreement, R63
<b>Noun agreement</b>	
The student will recognize and correct lack of agreement between nouns.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R63; Agreement, R63



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Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except</i> , <i>allusion/illusion</i> ).	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R65–R66
Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	<b>SE/TE:</b> Grammar Handbook: Adjectives & Adverbs, R60; Using Modifiers, R64; also see: Figurative Language, U5: 633; Hyperbole, U4: 447 <b>TE only:</b> Analyze a Metaphor, U2: 200; Analyze Analogy and Metaphor, U4: 507; Analyze a Simile, U2: 209; Analyze Extended Metaphors, U3: 340; Investigate Simile, U6: 762; Investigate Symbolism and Imagery, U3: 291
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R63; Agreement, R63; also see: Verbal Irony, U6: 713; Paradox, U4: 433 <b>TE only:</b> Unpacking Figures of Speech, U4: 338
<b>Conventions of Punctuation</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	<b>SE/TE:</b> Conventions: Punctuation, U2: 171; U3: 351; 398; U5: 601, 622; U6: 737; Performance Task: Editing/ Proofreading, U1: 69; U2: 173; U3: 367; U4: 467; U5: 611; U6: 725; Grammar Handbook: Punctuation, R67–R68
End-of-sentence punctuation	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	<b>SE/TE:</b> Structuring Sentences, U3: 365; Grammar Handbook: Classifying Sentences by Function, R62–R63
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	<b>SE/TE:</b> Conventions: Punctuation, U2: 171; U3: 351; 398; U5: 601, 622; U6: 737; Grammar Handbook: Punctuation, R67–R68

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Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	<b>SE/TE:</b> Grammar Handbook: Pronoun Case, R64
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	<b>SE/TE:</b> Conventions: Punctuation in a Series, U6: 737; Grammar Handbook: Commas & Semicolons, R67
Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	<b>SE/TE:</b> Conventions: Punctuation, U2: 171; U3: 351; 398; U5: 601, 622; U6: 737; Grammar Handbook: Commas, R67; Dashes & Parentheses, R68
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 69; U2: 173; U3: 367; U4: 467; U5: 611; U6: 725; Grammar Handbook: Punctuation, R67–R68

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<b>SAT ESSAY DOMAIN (PROVISIONAL)</b>	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p><b>SE/TE:</b> Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725; Performance-Based Assessment: Argument, U1: 108, 109; Response to Literature, U3: 408–409; Video Analysis, U2: 234; TV Commentary, 410; Writing to Compare, U1: 61, 95; U2: 165; U3: 359; U4: 459, 489; U5: 583, 663; U6: 743</p>
<b>Reading</b>	
Comprehension of the source text	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, U1: 43, 80, 90; U2: 153, 162, 185, 193, 210, 211, 221; U3: 276, 292, 330, 379, 395; U4: 431, 445, 476, 484, 499, 511, 521; U5: 563, 577, 597, 619, 631, 641, 654; U6: 699, 711, 734, 740, 753, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, U1: 107; U6: 791; Writing to Compare: Research Report, U5: 583; Speaking and Listening: Research Presentation, U1: 49; U5: 603; Podcast, U6: 757; Research: Research Overview, U2: 99; Profile, U2: 223; Presentation, U4: 503; U6: 783; Research Report, U5: 635; Conducting Research, R26–R35</p>

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<p>Understanding of central ideas, important details, and their interrelationship</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Style and Point of View, U2: 213; Development of Theme, U3: 380; U4: 478, 486; Influence of Historical Period, U5: 579; Universal and Culturally Specific Themes, 755; Analyze Arguments, U3: 397; Science Journalism, U5: 656; Analyze Point of View and Purpose, U6: 701; Cultural Conflict and Irony, U6: 713</p> <p><b>TE only:</b> Analyze Theme, U3: 318; Reflect on Theme, U1: 34; Identify Social Commentary, U2: U2: 135</p>
<p>Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)</p>	<p><b>SE/TE</b> Research to Clarify &amp; Research to Explore (examples), U1: 43, 80, 90; U2: 153, 162, 185, 193, 210; U3: 276, 292, 330, 379, 395; U4: 431, 499, 511, 521; U5: 563, 577, 597, 654; U6: 699, 711, 734, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, U1: 107; U6: 791; Writing to Compare: Research Report, U5: 583; Speaking and Listening: Research Presentation, U1: 49; U5: 603; Podcast, U6: 757; Research: Research Overview, U2: 99; Profile, U2: 223; Presentation, U4: 503; U6: 783; Research Report, U5: 635; Conducting Research, R26–R35</p>
<p>Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text</p>	<p><b>SE/TE:</b> Quotations, U1: 99; Citations, U6: 720; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, U1: 107; U6: 791; Writing to Compare: Research Report, U5: 583; Speaking and Listening: Research Presentation, U1: 49; U5: 603; Podcast, U6: 757; Research: Research Overview, U2: 99; Profile, U2: 223; Presentation, U4: 503; U6: 783; Research Report, U5: 635; Conducting Research, R26–R35</p>

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<b>Analysis</b>	
Analysis of the source text and understanding of the analytical task	<b>SE/TE:</b> Research: Research Overview, U2: 99; Profile, U2: 223; Presentation, U4: 503; U6: 783; Research Report, U5: 635; Quotations, U1: 99; Citations, U6: 720; Speaking and Listening: Research Presentation, U1: 49; U5: 603; Writing to Compare: Research Report, U5: 583; Conducting Research, R27–R35
Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	<b>SE/TE:</b> Writing to Compare: Evaluative Essay, U5: 663; Analyze Craft and Structure: Practice, U2: 187; Analyze Arguments (Chart), U3: 397; Elements of Historical Writing: Practice, U6: 736; Write It, U5: 657
Support for claims or points made in the response	<b>SE/TE:</b> Research to Clarify & Research to Explore (examples), U1: 43, 80; U2: 193, 210, 211, 221; U3: 276, 292; U4: 484, 499; U5: 577, 597, 619, 654; U6: 699, 711, 753, 763; Media/Public Document: Passenger Manifest <i>for the MV Empire Windrush</i> , U2: 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, U6: 658–661; Comparing a Text with a Radio Broadcast, U6: 662; Writing to Compare, U6: 663; U6: 743; Comparing Text to Media: <i>from History of Jamaica</i> , U6: 738–741; Comparing Historical Texts, U6: 742
Focus on features of the text most relevant to addressing the task	<b>SE/TE:</b> Research: Research Overview, U2: 99; Profile, U2: 223; Presentation, U4: 503; U6: 783; Research Report, U5: 635; Quotations, U1: 99; Citations, U6: 720; Speaking and Listening: Research Presentation, U1: 49; U5: 603; Writing to Compare: Research Report, U5: 583; Conducting Research, R27–R35

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<b>Writing</b>	
Use of a central claim	<b>SE/TE:</b> Writing to Compare, U1: 61, 95; U2: 165; U3: 359; U4: 459, 489; U5: 583, 663; U6: 743; Whole Class Performance Task: Write an Argument, U1: 62–69; Write an Explanatory Essay, U2: 166–173; Write an Argument, U3: 360–367; Write an Informative Essay, U5: 718–725
Use of effective organization and progression of ideas	<b>SE/TE:</b> Whole-Class Performance Task: Create Cohesion: Transitions, U2: 65; U6: 721; Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Performance-Based Assessment: U1: 108, 109; U2: 232, 233; U3: 360, 366; U4: 408, 409; Writing to Sources: Comparison, U3: 358
Use of varied sentence structures	<b>SE/TE:</b> Structuring Sentences, U3: 365; Revising for Sentence Length and Varied Syntax, U1: 66; Writing to Sources: Comparison, U3: 358; Conventions and Style: Clauses in Periodic Sentences, U4: 435; Clauses and Loose Sentences, U4: 514; Whole-Class Performance Task: U3: 363
Employment of precise word choice	<b>SE/TE:</b> Whole-Class Performance Task: Establish Voice: Formal Style, U3: 363; Performance-Based Assessment: U1: 108, 109; U3: 360, 363, 408, 409; Writing to Compare: Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Argument, U3: 295
Maintenance of a consistent, appropriate style and tone	<b>SE/TE:</b> Conventions and Style: Using Syntax for Elaboration, U1: 47; Whole-Class Performance Task: Establish Voice: Formal Style, U3: 363; Performance-Based Assessment: U1: 108, 109; U3: 360, 363, 408, 409; Writing to Compare: Critical Evaluation, U4: 459; Evaluative Essay, U5: 663; Writing to Sources: Argument, U3: 295

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<p align="center"><b>The College Board Redesigned SAT®</b></p>	<p align="center"><b>myPerspectives ©2017 Grade 12</b></p>
<p>Command of the conventions of standard written English</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 69; U2: 173; U3: 367; U4: 467; U5: 611; U6: 725; Conventions and Style, U1: 47, 83, 93; U2: 157, 188, 196, 214; U3: 333, 351, 398; U4: 435, 449, 479, 487, 514, 524; U5: 567, 581, 601, 622, 634, 644, 657; U6: 703, 715, 737, 756, 766, 782; Grammar Handbook, R60–R69</p>