

A Correlation of



Grade 11 ©2022

To the

**Wisconsin Standards for
English Language Arts 2020**

A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the Wisconsin Standards for English Language Arts 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Wisconsin Standards for English/Language Arts 2020*. Correlation page references are to the Student Edition and Teacher Edition and are cited by selection title or 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.

**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
Wisconsin Standards for English Language Arts 2020**

Table of Contents

R.11-12: Reading	4
W.11-12: Writing Standards	11
SL.11-12: Speaking & Listening	17
L.11-12: Language.....	19

**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
Wisconsin Standards for English Language Arts 2020**

Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
R.11-12: Reading	
Key Ideas and Details	
<p>R.11-12.1: Cite relevant textual evidence that strongly supports 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. (RI&RL)</p>	<p>SE/TE: Cite Textual Evidence (literary), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 499, 507, 517, 597, 625, 658, 680, 734, 774, 790, 788, 802; Make Inferences, 180, 657, 689, 774, 788; Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527; Make Inferences, 24, 304; Activities, 414, 715</p> <p>TE only: Conclude (literary), 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851; Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions myPerspectives ELA National Grade 11>Unit Resources>Units 1-6</p>

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<p>R.11-12.2: Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)</p>	<p>SE/TE: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 445; Literary Forms, 681; Writing to Compare, 190–191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807; Text Analysis, 356, 444, 680; Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527 TE only: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author’s Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513; Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis> Summarize>Theme myPerspectives Plus>Reading Skills and Literary Analysis>Connect and Clarify Main Idea>Main Idea>Paraphrase a Text and Find the Main Idea>Summarize</p>

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<p>R.11-12.3: In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Character Development, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737; Author's Style: Author's Choices: Rhetoric, 80; Analyze the Media, 89; Development of Theme, 357; Central Ideas and Voice, 470; Development of Complex Ideas, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824; Activities, 81, 715</p> <p>TE only: Analyzing Sequence, 373; Analyze Character, 568, 574, 616, 844; Examine Character, 590; Analyze Characterization, 799; Explore Characterization, 611; Understand Character Motivation, 592; Analyze Direct Characterization, 419; Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Conflict, 581; Examine Conflict, 591; Text Analysis, 258, 356, 734, 774, 802</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Character>Plot>Setting myPerspectives Plus>Reading Skills and Literary Analysis>Connect and Clarify Main Idea</p>

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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
<p>Craft and Structure</p> <p>R.11-12.4: Determine the meaning of words and phrases, 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. (RI&RL)</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Word Choice, 429; Explanatory Text, 430–431; Figurative Meanings, 490; Language and Meaning, 500; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853; Activities, 444; Concept Vocabulary (Informative), 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Central Ideas and Voice, 470; Conventions and Style: Figurative Meanings, 490; Poetic Prose, 529; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Domain Specific Words, 627</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor myPerspectives Plus>Academic Vocabulary and Word Study</p>

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<p>R.11-12.5: In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) 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. (RI)</p>	<p>SE/TE: Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Structure, 840; Analyze the Text, 164, 244, 517, 597, 734; Activities, 258, 356, 658, 774, 792; Author's Style: Author's Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Comparing a Graphic Adaptation With Text, 90–91; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “<i>Brown v. Board</i>” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376</p> <p>TE only: Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Arguments, 291</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure</p>

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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
<p>R.11-12.6: 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). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&RL)</p>	<p>SE/TE: Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Narrative Structure, 854; Analyze the Text, 244, 426; Analyze Craft and Structure: Author’s Purpose, Rhetoric, 47; Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author’s Choices: Diction, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author’s Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502–507; Author’s Point of View, 715; Author’s Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Writing to Compare: Comparing a Podcast With Text, 350–351; Comparing Photographs With Text, 508–509; Text Analysis, 46, 80, 98, 122, 304, 334, 414</p> <p>TE only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239; Analyze Author’s Perspective, 483; Analyzing Author’s Viewpoint, 44; Infer Author’s Attitude, 353; Infer Author’s Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Point of View>Analyze Historical and Cultural Context</p>
<p>Integration of Knowledge and Ideas</p> <p>R.11-12.7: 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. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)</p>	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Comparing a Podcast With Text, 190–191; Comparing Text to Media: <i>The Crucible</i> (L.A. Theater Works: The Crucible), 686–689; Critical Review, 690–691; Activities, 184; Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Writing to Compare, 90–91, 350–351, 478–479, 508–509, 720–721; Speaking and Listening, 235, 317</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>

**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
Wisconsin Standards for English Language Arts 2020**

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<p>R.11-12.8: 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. (RI)</p>	<p>SE/TE: Declaration of Independence, 24; from <i>What to the Slave Is the Fourth of July?</i>: Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; <i>Brown v. Board of Education</i>: Opinion of the Court: Close Read the Text, 367; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379 TE only: Analyze Arguments, 291</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Analyze Persuasive Appeals>Evaluate Author’s Conclusions>Persuasive Speech>Persuasive Techniques</p>
<p>R.11-12.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)</p>	<p>SE/TE: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Comparing a Graphic Adaptation with Text, 90–91; Comparing a Podcast with Text, 350–351; Comparing Artwork with Text, 478–479; Comparing Photographs with Text, 508–509; Comparing a Video Interview with Text, 720–721</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>

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**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
W.11-12: Writing Standards	
Text Types and Purposes	
<p>W.11-12.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135; Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons myPerspectives Plus>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>
<p>W.11-12.2: Write text in a variety of modes:</p> <p>W.11-12.2.a: Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 133–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons>Argument-High School myPerspectives Plus>Writing and Research>Writing Skills Videos>Argument</p>

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<p>W.11-12.2.b: Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>SE/TE: Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Compare-and-Contrast Essay, 350–351, 378–379, 531; Multimedia Presentation, 508-509; Oral Presentation, 856–857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Research Report, 261; Activities, 90, 125, 261, 430, 478, 720; Resources Tool Kit, R14–R19</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons>Informative/Explanatory-High School myPerspectives Plus>Writing and Research>Writing Skills Videos>Informative/Explanatory Essay</p>
<p>W.11-12.2.c: Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p>SE/TE: Performance Task: Write a Narrative, 808–815; Writing to Sources: Narrative Account, 168; Blog Post, 184; Story Element, 213; Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Activities, 192, 308, 808, 859; Resources Tool Kit, R20–R25</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Narrative Writing-High School myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons>Narrative-High School myPerspectives Plus>Writing and Research>Writing Skills Videos>Short Story</p>

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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
W.11-12.3: Create writing that utilizes:	
W.11-12.3.a: Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	SE/TE: Revising for Purpose and Organization, 66, 198, 324, 456, 698; Organize Your Text, 64; Create Cohesion, 65; Organize Your Essay, 322, 454; Strong Conclusion, 324; Organization, 456 Create a Story Chart, 80; Highlight the Conflict, 810; Conclusion, 64, 194, 198, 454, 814
W.11-12.3.b: Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Project Plan, 247; Organize Your Presentation, 263; Chronological Structure, 305; Write a Draft, 351, 454; Review, Revise, and Edit, 691, 721 TE only: Tying It Together, 101, 261; Transitions, 696, 698
W.11-12.3.c: Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	SE/TE: Writing: Word Choice, 28, 38, 50, 168, 184, 298, 308; Word Choice and Style, 66; Present Your Reasoning, 696; Vocabulary and Tone, 698; Gather Evidence, 319, 451; Integrating Sensory Language, 812; Precise Words, 813
Production and Distribution of Writing	
W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867

**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
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<p>(Continued) W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p>(Continued) Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons myPerspectives Plus>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>
<p>W.11-12.5: Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 815; Publishing and Presenting, 67, 199, 325, 457, 701, 815; Activities 430</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons: The Writing Process-High School myPerspectives Plus>Writing and Research>Interactive Whiteboard Lessons myPerspectives Plus>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>
<p>W.11-12.6: Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</p>	
<p>W.11-12.6.a: connecting writers and readers,</p>	<p>SE/TE: Writing to Compare: Multimedia Presentation, 508-509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62-63, 320-321, 452-454, 694-695; also see: Political Infomercial, 59; Digital Presentation, 247; Activities, 67, 136, 199, 317</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p> <p>Digital Resources: myPerspectives Plus>Writing and Research myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>

**A Correlation of myPerspectives English Language Arts Grade 11 ©2022 to the
Wisconsin Standards for English Language Arts 2020**

Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
W.11-12.6.b: producing accessible experiences for specific audiences, and	SE/TE: Writing to Compare: Multimedia Presentation, 508-509; Present an Argument, 739; Political Infomercial, 59; Digital Presentation, 247; Activities, 67, 136, 199, 317
W.11-12.6.c: dynamically and flexibly matching modes with ideas to communicate with readers.	SE/TE: Writing to Compare: Multimedia Presentation, 508-509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Political Infomercial, 59; Digital Presentation, 247; Activities, 67, 136, 199, 317
Inquiry to Build and Present Knowledge	
W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Activities, 261, 318, 826; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Research Lessons-High School</p>

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<p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>SE/TE: Analyze Craft and Structure: Primary and Secondary Sources, 115; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Informative Essay, 90–91, 530–531; Multimedia Presentation, 508–509; Narrative Scene, 792; Writing to Sources: Argument, 133-135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Activities, 61, 229, 317, 318, 452, 694; Panel Discussion, 380-381; Conducting Research, R26–R35 TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Research Lessons Integrating Quotations, Citations, and Images-High School>Interactive Research Lesson: Sources and Evidence-High School</p>
<p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: Writing to Sources: Argument, 134–135; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Performance-Based Assessment: Informative Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415; Activities, 90, 190, 478, 531, 682, 684, 720</p> <p>Digital Resources: myPerspectives Plus>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons myPerspectives ELA National Grade 11>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>

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SL.11-12: Speaking & Listening	
Comprehension and Collaboration	
SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	
SL.11-12.1.a: Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	SE/TE: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627; Activities, 744, 778 Digital Resources: myPerspectives Plus>Speaking and Listening>Conversations and Discussions -High School
SL.11-12.1.b: Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.	SE/TE: Speaking and Listening: Discussion, 229; Small-Group Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Give an Explanatory Talk, 532; Performance Task: Panel Discussion, 380–381
SL.11-12.1.c: Propel conversations by posing and engaging with questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. Promote and seek to understand multiple, divergent, and creative perspectives.	SE/TE: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Small-Group Performance Task: Present an Argument, 738; Present a Narrative, 858; Performance Task: Panel Discussion, 380–381
SL.11-12.1.d: Engage thoughtfully with 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.	SE/TE: Performance Task: Panel Discussion, 380–381; Speaking and Listening: Discussion, 229; Group Discussion, 359; Debate, 449

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<p>SL.11-12.2: Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.</p>	<p>SE/TE: <i>The Crucible</i> (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Presentation, 508-509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390</p> <p>Digital Resources: myPerspectives ELA National Grade 11>Unit Resources>Video Library myPerspectives Plus>Speaking and Listening>Evaluating Presentations -High School</p>
<p>SL.11-12.3: Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SE/TE: Speaking and Listening: Video Recording 51; Oral Presentation, 117; Class Discussion, 185; Reading and Discussion, 309; Debate, 449; Small-Group Performance Task: 263; also see: Media Features: <i>from Great Lives: Emily Dickenson</i>, 186–191; <i>Giving Women the Vote</i>, 346–349; Activities, 50, 124, 298, 349, 719</p> <p>Digital Resources: myPerspectives Plus>Speaking and Listening>Evaluating Presentations -High School</p>
<p align="center">Presentation of Knowledge and Ideas</p>	
<p>SL.11-12.4: Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449; Explanatory Talk, 532; Political Infomercial, 59; Storytelling Session, 868; Oral Presentation, 117, 169, 491; Activities, 38; Activities, 234, 272, 543, 684, 748, 806</p> <p>Digital Resources: myPerspectives Plus>Speaking and Listening</p>

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SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: Video Recording, 51; Multimedia Presentation, 508-509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Storytelling Session, 868; Activities, 50, 246, 316 Digital Resources: myPerspectives Plus>Speaking and Listening>Giving a Presentation-High School
L.11-12: Language	
Knowledge of Language	
L.11-12.1: Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
L.11-12.1.a: Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Varying Syntax for Effect, 841; Activities, 26, 36, 599, 776 TE only: Analyze Syntax, 18; Understand Regional Dialect, 420
L.11-12.1.b: Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).	SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815
L.11-12.1.c: Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.	SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859

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L.11-12.1.d: Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	SE/TE: Avoiding Plagiarism, 320; Citations, 321; Enriching Writing with Research, 452; ; Conventions Tip, 695; Use Information from Sources, 695; Research Project, 737; Conducting Research, R32–R35
L.11-12.1.e: Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.	SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Dialect, 777; Varying Syntax for Effect, 841; Whole-Class Performance Task: Syntax: Sentence Patterns, 323; Activities, 26, 48, 212, 455, 776 TE only: Analyze Syntax, 18 Digital Resources: myPerspectives Plus>Conventions> Interactive Grammar Practice
Vocabulary Acquisition and Use	
L.11-12.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
L.11-12.2.a: Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate.	SE/TE: Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27; Activities, 625, 813 TE only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239
L.11-12.2.b: Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	SE/TE: SE/TE: Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author’s Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 360, 480, 704, 842; Conventions and Style, 183; Activities, 416, 469, 527, 713, 842

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L.11-12.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
L.11-12.3.a: Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.	<p>SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855; Activities, 426; Word Study: Synonyms and Nuances, 306; Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431</p> <p>TE only: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Analyze Metaphors, 637; Interpret Personification, 172; Examine Literary Allusions, 241; Close Read, 174; Poetry Research, 179; How Language Works, 259; Figures of Speech, 455; Analyze Rhetoric, 289, 332; Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor</p>
L.11-12.3.b: Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.	<p>SE/TE: Word Study: Multiple-Meaning Words, 36, 488; Word Choice, 429; Writing: Word Choice, 28, 38, 50, 66, 168, 184, 298, 308, 813; Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs with Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529</p> <p>TE only: Multiple Meaning Words, 52, 112, 208, 403, 472, 514, 755</p>

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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
<p>L.11-12.4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p>SE/TE: Unit Goals, 4, 140, 276, 394, 546, 752; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719; Activities, 533</p> <p>TE only: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study</p>
<p>Conventions of Standard English</p>	
<p>L.11-12.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p>	
<p>L.11-12.5.a: Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.</p>	<p>SE/TE: Punctuation, 37, 38, 455; Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66</p>
<p>L.11-12.5.b: Identify ways in which usage and conventions vary and are sometimes contested.</p>	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776; Activities, 26</p>
<p>L.11-12.5.c: Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).</p>	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Word Study, Exocentric Compounds, 776; Activities, 26</p>

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Wisconsin Standards for English Language Arts 2020, Grade 11	myPerspectives English Language Arts Grade 11
L.11-12.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
L.11-12.6.a: Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).	SE/TE: Punctuation, 37, 38, 455; Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66–R67; also see: Stage Directions, 598 TE only: Use Italics for Emphasis, 423
L.11-12.6.b: Spell correctly.	SE/TE: Editing/ Proofreading, 67, 199, 324–325, 457, 699, 815; Activities, 91, 191, 531, 691, 721; Grammar Handbook, R66–R67

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