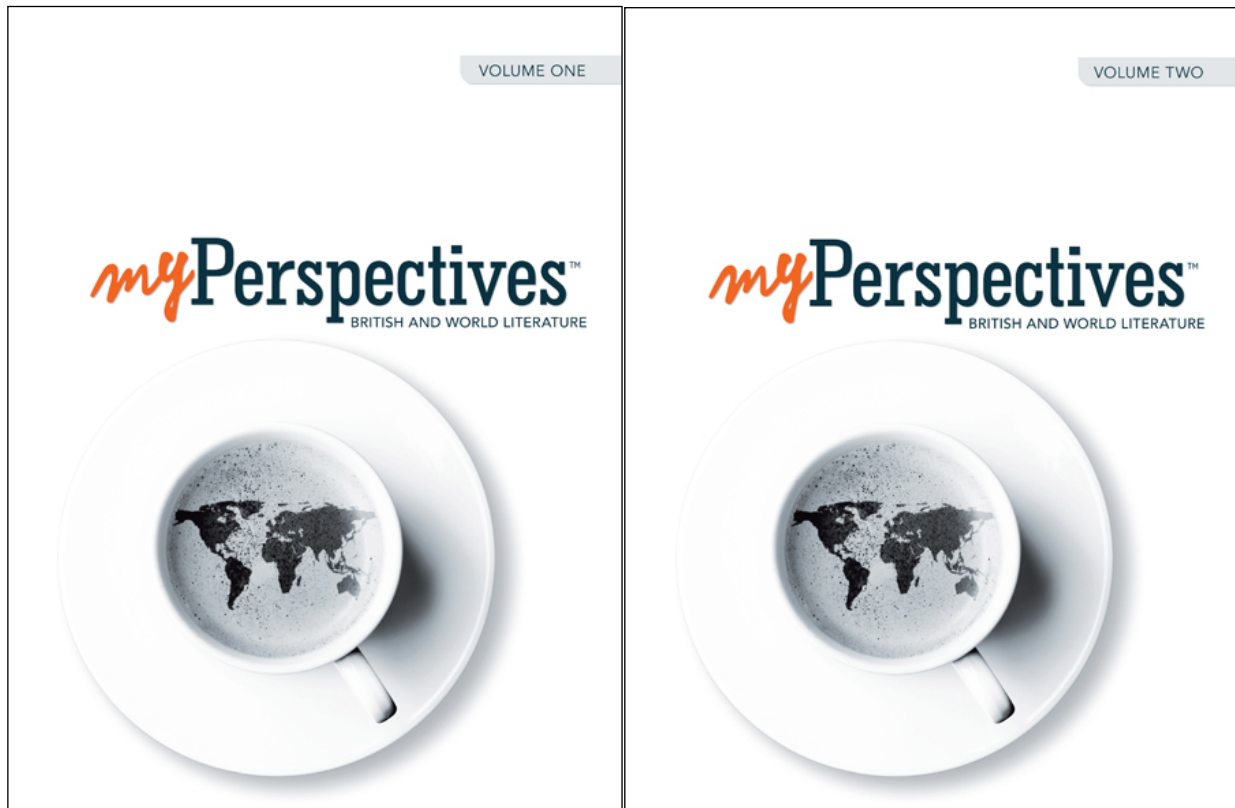


A Correlation of



Grade 12 ©2022

To the

**Wisconsin Standards for
English Language Arts 2020**

A Correlation of myPerspectives English Language Arts Grades 12 ©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.

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Wisconsin Standards for English Language Arts 2020, Grade12	myPerspectives English Language Arts Grade 12
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: from “Beowulf”: 44; Analyze Craft and Structure: The Epic and Epic Hero, 45; Shakespearean Tragedy, 349; Author’s Choices: Symbolism, 501; Analyze the Text, 522; Cite Textual Evidence (examples), 44, 45, 81, 91, 154, 155, 186, 194, 212, 277, 293, 294, 311, 331, 332, 380, 431, 432, 433, 446, 447, 457, 477, 485, 500, 512, 522, 564, 565, 578, 579, 598, 599, 620, 632, 642, 754; Make Inferences, 44, 293, 331, 432, 446; Activities, 348; Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 742–743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 741; Make Inferences, 24, 58, 304; Activities, 195, 736</p> <p>TE only: Conclude (Literary), 20, 21, 23, 25, 31, 33, 34, 35, 36, 38, 42, 77, 79, 86, 87, 89, 130, 135, 136, 143, 148, 161, 209, 261, 262, 263, 265, 266, 270, 272, 275, 286, 287, 288, 291, 298, 306, 308, 315, 317, 318, 321, 323, 324, 335, 337, 338, 340, 374, 376, 430, 441, 474, 492, 493, 495, 498, 505, 507, 558, 590, 591, 617, 629, 637, 747, 751; Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Analyze Text Information>Draw Conclusions myPerspectives ELA National Grade 12>Unit Resources>Units 1-6</p>

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<p align="center">Wisconsin Standards for English Language Arts 2020, Grade12</p>	<p align="center">myPerspectives English Language Arts Grade 12</p>
<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 Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 381, 478, 486, 755; Literary Movement: Romanticism, 579; Comparing Poems, 488–489, 582–583; Analyze the Text, 380, 564, 578, 754; Activities, 580; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Author’s Perspective: Historical Context, 213; Analyze Arguments, 397; Activities, 396, 662–663, 716–717</p> <p>TE only: Analyze Theme, 318; Reflect on Theme, 34</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Summarize>Theme <i>myPerspectives Plus</i>>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 align="center">Wisconsin Standards for English Language Arts 2020, Grade12</p>	<p align="center">myPerspectives English Language Arts Grade 12</p>
<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: The Epic and Epic Hero, 45; Author's Choices: Character Development, 155; Author's Choices: Structure, 312; Imagery and Archetypes, 332; Shakespearean Tragedy, 349; Rhetorical Devices, 502; Forms of Address, 756; Analyze the Text, 154; Speaking and Listening: Oral Recitation, 313; Text Analysis, 44, 154, 333, 348, 514, 620; Conventions and Style: Text Structure (chronological order), 188; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Situational Irony, 713; also see: Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304; Activities, 187, 716</p> <p>TE only: Analyze Character, 4, 441; Analyze Characterization, 308, 590; Examine Character, 265; Investigate Character, 262; Explore Character, 317; Explore Characterization, 306; Consider Motivation, 324; Consider Motive, 272; Analyze Plot, 263; Interpret Foreshadowing, 315; Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Character>Plot>Setting</p>

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Wisconsin Standards for English Language Arts 2020, Grade12	myPerspectives English Language Arts Grade 12
<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: Analyze Craft and Structure: Impact of Word Choice and Themes, 92, 643; Impact of Word Choice, 433, 523; Point of View: Satire, 447; Rhetorical Devices, 502; Literary Movement: Romanticism, 565; Figurative Language, 633; Author’s Style: Word Choice, 382; Analyze the Text, 432, 446; Conventions and Style: Dialect, 766; Concept Vocabulary (Literary), 18, 46, 74, 81, 84, 91, 128, 156, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 744, 754; Activities, 82, 501, 564; Concept Vocabulary (Informative), 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744; Conventions and Style: Stylistic Devices, 214; Writing to Compare, 94–95; Analyze Craft and Structure: Science Journalism, 656; Academic Vocabulary, 5, 115, 239, 415, 539, 677; also see: Connotations and Denotations, 91, 566, 714; Technical Vocabulary, 655; Conventions and Style, 701; Technical Writing and Audience, 657</p> <p>TE only: Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Sensory Language, 637; Analyze Diction and Tone, 183</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language>Figurative Language & Extended Metaphor <i>myPerspectives Plus</i>>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: Author’s Choices: Structure, 45, 278, 294, 312, 621; Symbolism, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Literary Movement: Gothic Literature, 599; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644; Activities, 44, 156, 348, 380, 435, 486, 512, 514, 566, 578, 598, 620, 764; Analyze Craft and Structure: Historical Writing, 187; Interaction and Development of Ideas, 195; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Situational Irony, 713; Elements of Historical Writing, 736; also see: Writing: Analyze Argument Model, 62; Activities, 716</p> <p>TE only: Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Track Rising Action, 266; Analyze Flashbacks, 617; Identify Social Commentary, 135; Analyze Reasoning, 653</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis> Analyze Structure and Format>Text Structure</p>
<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: Word Choice and Themes (Tone), 92; Author’s Perspective: Historical Context, 213; Point of View: Satire, 447; Narrative Structure, 513; Conventions and Style: Stylistic Devices, 214; Activities, 349, 446, 450, 458; Analyze Craft and Structure: Author’s Perspective: Historical Context, 213; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Situational Irony, 713; Activities, 214, 700, 702, 714</p> <p>TE only: Identify Social Commentary, 135</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Point of View>Analyze Historical and Cultural Context <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Author’s Conclusions>Evaluate the Author’s Credibility>Recognize Propaganda>Rhetorical Devices>Evaluate Credibility and Analyze Author’s Intentions</p>

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Integration of Knowledge and Ideas	
<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: Beowulf (Gareth Hinds) 50–59; The Prologue from The Canterbury Tales: The Remix: 160–164; The Tragedy of Macbeth (Act V, Scene i), 354–357; Gulliver’s Travels (film)/Gulliver’s Travels (cover art): 452–457; Comparing Images with Text, 60–61; Comparing a Video Performance with Text, 164–165; Comparing a Text With a Film and Cover Art, 458–459; Activities, 358, 458; Media/Public Document: Passenger Manifest for the <i>MV Empire Windrush</i>, 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662–663; Comparing Text to Media: from “History of Jamaica”, 738–741; Comparing Historical Texts, 742–743</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Identify Characteristics of Various Types of Texts</p>
<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: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Analyze Point of View and Purpose, 701; also see: Writing: Analyze Argument Model, 62</p> <p>TE only: Argument, 184</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: Author’s Perspective: Historical Context, 213; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743</p> <p>TE only: Making Allusions, 214</p>

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Wisconsin Standards for English Language Arts 2020, Grade12	myPerspectives English Language Arts Grade 12
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: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 12>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>
W.11-12.2: Write text in a variety of modes:	
<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, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158–159; Argument, 197; Writing to Compare: Argumentative Essay, 164–165; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662–663; Activities, 60, 295, 352, 489; Resources Tool Kit, R8–R13</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Argument-High School <i>myPerspectives Plus</i>>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 Explanatory Essay, 166–173; Write an Informative Essay, 718–725; Performance-Based Assessment: Write an Explanatory Essay, 232–233; Writing to Sources: Compare-and-Contrast Essay, 94–95, 358–359, 716–717, 742–743; Activities, 48, 99, 222, 232, 515, 582, 766, 776; Informative Essay, 582–583; Resources Tool Kit, R14–R19</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Informative/Explanatory-High School <i>myPerspectives Plus</i>>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: Whole Class Performance Task: Write a Reflective Narrative, 460–467; Write a Personal Narrative, 604–611; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Personal Narrative, 602; Activities, 436, 450, 602, 644, 671, 672; Resources Tool Kit, R20–R25</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons>Narrative-High School <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos>Short Story</p>

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W.11-12.3: Create writing that utilizes:	
<p>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.</p>	<p>SE/TE: Organize Your Argument, 64; to Sources: Informative Essay, 776-777; Create Cohesion and Clarity: Transitions, 65; Organization, 366; Strong Conclusion, 172; Write a Strong Introduction and Conclusion, 722 Elements of a Personal Narrative, 604 Provide a Conclusion, 606</p>
<p>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.</p>	<p>SE/TE: Create Cohesion and Clarity: Transitions, 65; Drafting, 170; Progression of Events, 610; Create a Coherent Whole: Use Transitions, 723 TE only: Transitional Words and Phrases, 94; Transitions, 363, 720; Connecting Ideas, 645</p>
<p>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.</p>	<p>SE/TE: Using Rhetorical Devices, 66; Precise Language, 170, 724; Use Precise Words to Indicate Time, 465; Dialogue and Description, 466; Use Sensory Language, 608; Word Choice, 352</p>

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Wisconsin Standards for English Language Arts 2020, Grade12	myPerspectives English Language Arts Grade 12
Production and Distribution of Writing	
<p>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>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 12>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, 63, 167, 361, 461, 605, 719; Drafting, 64, 170, 362, 462, 606, 720; Revising, 66, 172, 364, 464, 610, 724; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Publishing and Presenting, 69, 173, 367, 467, 611, 725; Activities, 61, 459, 583</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons: The Writing Process-High School <i>myPerspectives Plus</i>>Writing and Research>Interactive Whiteboard Lessons <i>myPerspectives Plus</i>>Writing and Research>Writing Skills Videos myPerspectives ELA National Grade 12>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>

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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:	
W.11-12.6.a: connecting writers and readers,	<p>SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Research: Presentation with Graphics, 503; Activities, 48, 100, 353, 502</p> <p>TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research myPerspectives ELA National Grade 12>Unit Resources>Units 1-6 Performance Task: Writing Focus</p>
W.11-12.6.b: producing accessible experiences for specific audiences, and	SE/TE: Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234
W.11-12.6.c: dynamically and flexibly matching modes with ideas to communicate with readers.	SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Research: Presentation with Graphics, 503; Activities, 48, 100, 353, 502

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Inquiry to Build and Present Knowledge	
<p>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>	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Activities, 99, 222, 719; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707</p> <p>Digital Resources: <i>myPerspectives Plus</i>>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: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Activities, 99, 222, 720; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707</p> <p>Digital Resources: <i>myPerspectives Plus</i>>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 Compare: Argument, 60-61; Compare Poems, 94–95; Analyze Craft and Structure: Practice, 187; Argument/Conclusion, 165; Analyze Arguments (Chart), 397; Critical Essay, 489; Writing to Compare: Evaluative Essay, 662-663; Write It, 657; Elements of Historical Writing: Practice, 736; Activities, 60, 80, 99, 108, 164, 166–173, 222, 232 358, 408, 458, 489, 515, 515, 582, 717, 742</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Writing and Research>Interactive Writing Lessons>Interactive Whiteboard Lessons myPerspectives ELA National Grade 12>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.	<p>SE/TE: Performance Task: Present a Panel Discussion, 768–769; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 779; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754; Share Your Independent Learning, 106, 230, 406, 532, 670, 774; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Comparing Poems, 488–489; Small-Group Performance Task: Unit 1: 100, Unit 2: 224, Unit 3: 400, Unit 4: 526, Unit 5: 665, Unit 6: 768; Activities, 95, 313, 603</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Speaking and Listening>Conversations and Discussions -High School</p>
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, 189; Present and Discuss 477; Panel Discussion, 623; Small-Group Performance Task, 224, 400
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: Role Play, 279; News Report, 353; Present and Discuss 477; Panel Discussion, 525; Prepare to Compare, 742; Writing to Compare, 742–743; Small-Group Performance Task, 526, 664, 665
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: Comparison of Poetry, 437; Small-Group Performance Task: Present an Argument, 100; Performance Task: Present a Panel Discussion, 768–769; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 779

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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: Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661; Activities, 48, 165, 437</p> <p>Digital Resources: myPerspectives ELA National Grade 12>Unit Resources>Video Library <i>myPerspectives Plus</i>>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: Discussion, 189; Analyze the Speech, 313; Debate, 623; Small-Group Performance Task: Present a Reader’s Theater, 224–225; Present an Argument, 100–101, 400–401</p> <p>Digital Resources: <i>myPerspectives Plus</i>>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: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Performance-Based Assessment: Speech, 110; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Media Presentation, 778; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, Soliloquy, 279; Oral Presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Multimedia Presentation, 525; Activities, 158, 450, 757</p> <p>Digital Resources: <i>myPerspectives Plus</i>>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: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674; Research: Presentation with Graphics, 503; Activities, 48, 502; Small-Group Performance Task: Unit 1: 101, Unit 6: 769; Performance-Based Assessment: Unit 2: 234, Unit 5: 674, Unit 6: 778 Digital Resources: <i>myPerspectives Plus</i> >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: Analyze Craft and Structure: Literary Movement: Romanticism, 565; Formal and Informal Language, 715; Dialect, 766; How to Read Shakespeare, 256 TE only: Analyze Diction, 86
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: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725
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, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769

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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: Enriching Writing with Research, 168; Use Footnotes or Endnotes, 721; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Literary Terms Handbook, R47–R58; Grammar Handbook, R59–R68
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: Using Syntax for Elaboration, 47; Clauses in Periodic Sentences, 435; Clauses and Loose Sentences, 514; Whole-Class Performance Task: 363; Activities, 46, 449, 463, 486
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, 46, 91, 156, 186, 277, 293, 311, 434, 448, 477, 522, 566, 600, 702, 714, 754; Concept Vocabulary, 178, 190, 198, 372, 384, 504, 620, 624, 632, 642, 735, 744; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Conventions and Style, 196, 351; Activities, 81, 156, 196, 331, 350, 485, 500, 580 TE only: Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636
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: Word Study, 81, 212, 311, 380, 434, 448, 485, 500, 512, 620, 642, 655, 735, 754; Conventions and Style, 435; Activities, 46, 156, 293, 396, 616, 730

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<p>L.11-12.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>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>	<p>SE/TE: Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714; Word Choice, 382; Analyze the Text, 432; Analyze Craft and Structure: Impact of Word Choice, 433; Author’s Choices: Lyric Poetry, 567; Rhetorical Devices, 502; Speaking and 437; Figurative Language, 633; Verbal Irony, 713; Sound Devices, 523; Paradox, 433; Hyperbole, 447</p> <p>TE only: Figurative Language, 6, 12, 88, 271, 319; Unpacking Figures of Speech, 338; Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Imagery, 374, 498; Analyze Personification, 430; Explore Literary Devices, 261; Interpret Imagery, 474; Investigate Symbolism and Imagery, 291; Interpret a Paradox, 389</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis>Figurative Language</p>
<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>	<p>SE/TE: Word Study: Multiple-Meaning Words, 194, 380, 477, 522, 764; Word Network, 7, 117, 241, 417, 543, 681; Analyze the Text, 432; Analyze Craft and Structure: Impact of Word Choice, 433; Author’s Choices: Lyric Poetry, 567; Rhetorical Devices, 502; Speaking and 437; Figurative Language, 633; Verbal Irony, 713; Sound Devices, 523; Paradox, 433; Hyperbole, 447</p> <p>TE only: Multiple Meaning Words, 78, 96, 192, 426, 490, 681</p>

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<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, 114, 238, 414, 540, 678; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Network, 7, 117, 241, 417, 543, 681; Concept Vocabulary, 18, 46, 74, 81, 84, 91, 128, 156, 178, 186, 190, 194, 198, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 396, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 690, 702, 704, 714, 730, 735, 744, 754; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741; Revising, 366</p> <p>TE only: Concept Vocabulary, 77, 79, 87, 89, 180, 184, 191, 192, 204, 210, 377, 386, 475, 482, 494, 497, 519, 618, 638, 731, 732, 747, 748</p> <p>Digital Resources: <i>myPerspectives Plus</i>>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, 171, 351, 398, 601, 622, 737</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons</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: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i>, 702; Activities, 477, 478, 736; Archaic Diction, 634; also see: Grammar Handbook, R60–R68</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons</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: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i>, 702; Activities, 477, 478, 736; also see: Grammar Handbook, R60–R68</p>

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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).	<p>SE/TE: Punctuation, 171, 351, 398, 601, 622, 737; Grammar Handbook, R68</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Interactive Grammar Practice Lessons</p>
L.11-12.6.b: Spell correctly.	<p>SE/TE: Whole-Class Performance Task: Language Development: Spell Correctly, 607; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Activities, 61, 171, 293, 359; Grammar Handbook, R67–R68</p>

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