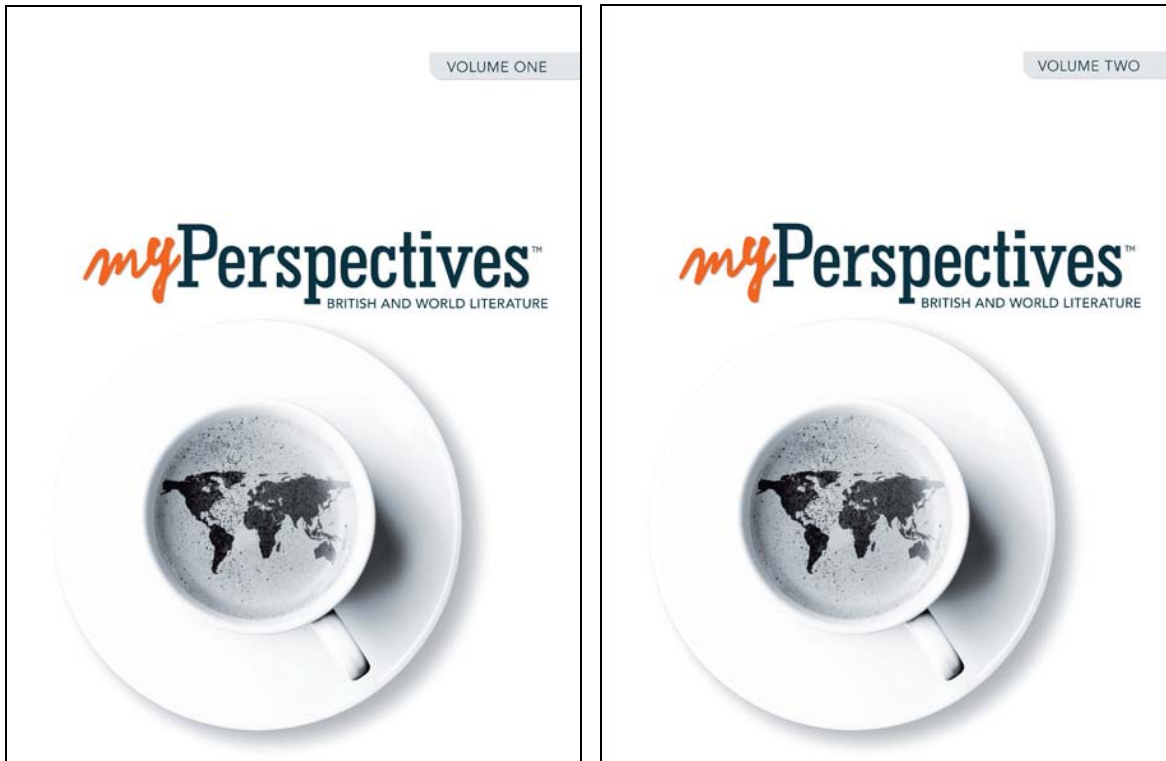


A Correlation of



Grade 12 ©2017

To the

**Arkansas
English Language Arts
Standards (2016)**



A Correlation of myPerspectives ©2017, Grade 12 to the Arkansas English Language Arts Standards (2016)

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity 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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| Arkansas English Language Arts Standards | myPerspectives ©2017 Grade 12 |
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| Grade-Level Standards for Reading Literature | |
| Grade 11-12 | |
| Key Ideas and Details | |
| <p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | <p>SE/TE: from Beowulf: 44; Analyze Craft and Structure: The Epic and Epic Hero, 45; Shakespearean Tragedy, 349; Craft and Structure, 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, 764, 780; Make Inferences, 44, 293, 331, 432, 446</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, 752, 761, 762</p> <p><u>Additional Resources</u> Common Core Companion, 2-14</p> |
| <p>RL.11-12.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i>. ● Determine two or more <i>themes</i> or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. | <p>SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 380, 478, 486; Influence of Historical Period, 579; Universal and Culturally Specific Themes, 755; Comparing Poems, 488, 582; Writing to Sources, 489, 583; Analyze the Text, 564, 578</p> <p>TE only: Analyze Theme, 318; Reflect on Theme, 34</p> <p><u>Additional Resources</u> Common Core Companion, 15-27</p> |

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| <p>RL.11-12.3 Analyze how characterization, plot, setting, and other elements interact and contribute to the development and complexity of a text.</p> | <p>SE/TE: Analyze Craft and Structure: The Epic and Epic Hero, 45; Author’s Choices: Development and Relation of Elements, 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, 313</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</p> <p><u>Additional Resources</u> Common Core Companion, 28–40</p> |
| <p>Craft and Structure</p> | |
| <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and <i>tone</i>, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> | <p>SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes, 92, 643; Impact of Word Choice, 433, 523; Point of View: Satire, 446; Rhetorical Devices, 502; Influence of Historical Period, 565; Figurative Language, 633; Author’s Style: Word Choice, 382; Analyze the Text, 432, 446; Conventions and Style: Dialect, 766; Diction and Voice, 782; 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, 758, 764, 768, 780</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><u>Additional Resources</u> Common Core Companion, 41–53</p> |

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| <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p>SE/TE: Analyze Craft and Structure: Archetypal Plots, 45; Meter, 294; Structure, 278, 621; Cause and Effect Structure, 312, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Structure and Aesthetic Impact, 599; Dramatic Monologue, 765; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644</p> <p>TE only: Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Track Rising Action, 266; Analyze Flashbacks, 617</p> <p><u>Additional Resources</u> Common Core Companion, 54–60</p> |
| <p>RL.11-12.6 Analyze a case in which grasping <i>perspective</i> and/or purpose requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> | <p>SE/TE: SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes (Tone), 92; Style and Point of View, 213; Point of View: Satire, 447; Narrative Structure, 513; Conventions and Style: Stylistic Devices, 214</p> <p><u>Additional Resources</u> Common Core Companion, 61–67</p> |

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| Arkansas English Language Arts Standards | myPerspectives ©2017 Grade 12 |
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| Integration of Knowledge and Ideas | |
| RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. | 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; Writing to Compare, 61, 165, 361, 459; Comparing a Video Performance with Text, 164; Comparing a Text With a Film and Cover Art, 458 <u>Additional Resources</u> Common Core Companion, 68–74 |
| RL.9-10.8 Not applicable to literature. | Not applicable according to the Arkansas English Language Arts Standards |
| RL.11-12.9 Analyze how two or more influential literary works from the same time period address similar <i>themes</i> or topics. | SE/TE: To Lucasta, on Going to the Wars, 76; The Charge of the Light Brigade, 78; The Song of the Mud, 86; Dulce et Decorum Est, 88; Writing to Compare, 94–95; To His Coy Mistress, 472; To the Virgins, to Make Much of Time/Youth’s the Season Made for Joys, 480; Writing to Compare, 488–489 |

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| Arkansas English Language Arts Standards | myPerspectives ©2017 Grade 12 |
|--|--|
| Range of Reading and Level of Text Complexity | |
| By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-12 text complexity band independently and proficiently. | <p>SE/TE: First-Read: Fiction, 18, 74, 84, 128, 190, 198, 258, 280, 296, 314, 334, 372, 426, 438, 472, 480, 490, 504, 516, 552, 568, 584, 616, 624, 636, 744, 758, 768; Independent Learning: First-Read Guide: 104, 228,404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary fiction selections include the following:</u> from Beowulf, 18; To Lucasta, on Going to the Wars/The Charge of the Light Brigade, 74; The Prologue From The Canterbury Tales, 128; The Tragedy of Macbeth, 258, 280, 296, 314, 334; A Valediction: Forbidding Mourning/Holy Sonnet 10, 426; from Gulliver’s Travels, 438; from the Divine Comedy: Inferno/The Second Coming, 490, 500; Araby, 504; To His Coy Mistress, 472; The Explosion/Old Love, 526; Ode to a Nightingale/Ode to the West Wind, 568; from Frankenstein, 584; The Widow of Windsor/From Lucy: Englan’ Lady, 758; from The Buried Giant/from Kazou Ishiguro: My Own Private Japan, 768</p> <p>TE only: Integrating Trade Books with myPerspectives, T38–T49 (includes titles such as: Don Quixote, Pride and Prejudice, King Lear, The Alchemist)</p> <p><u>Additional Resources</u> Common Core Companion, 82–86</p> |

**A Correlation of myPerspectives ©2017, Grade 12 to the
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| Arkansas English Language Arts Standards | myPerspectives ©2017 Grade 12 |
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| Grade-Level Standards for Reading Informational Text | |
| Key Ideas and Details | |
| <p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> | <p>SE/TE: Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304</p> <p>TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773</p> <p><u>Additional Resources</u> Common Core Companion, 90–102</p> |
| <p>RI.11-12.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i> of the text. • Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis. | <p>SE/TE: Analyze Craft and Structure: Interaction and Development of Ideas, 195; Style and Point of View, 213; Analyze Arguments, 397; Central Ideas and Supporting Details, 781</p> <p><u>Additional Resources</u> Common Core Companion, 103–115</p> |
| <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> | <p>SE/TE: Conventions and Style: Text Structure (chronological order), 188; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Cultural Conflict and Irony, 713; Central Ideas and Supporting Details, 781; also see: Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304</p> <p>TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773</p> <p><u>Additional Resources</u> Common Core Companion, 116–122</p> |

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| Craft and Structure | |
| <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</p> | <p>SE/TE: Concept Vocabulary, 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744, 768, 780; Conventions and Style: Stylistic Devices, 214; Writing to Compare, 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: Technical Writing and Audience, 657</p> <p><u>Additional Resources</u> Common Core Companion, 123-135</p> |
| <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses, including whether the structure makes points clear, convincing, and engaging.</p> | <p>SE/TE: 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; Cultural Conflict and Irony, 713; Elements of Historical Writing, 736; Central Ideas and Supporting Details, 781; also see: Writing: Analyze Argument Model, 62</p> <p>TE only: Identify Social Commentary, 135; Analyze Reasoning, 653</p> <p><u>Additional Resources</u> Common Core Companion, 143-155</p> |
| <p>RI.11-12.6 Determine an author's <i>point of view</i>, <i>perspective</i>, or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> | <p>SE/TE: Analyze Craft and Structure: Style and Point of View, 213; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713</p> <p>TE only: Identify Social Commentary, 135</p> <p><u>Additional Resources</u> Common Core Companion, 143-155</p> |

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| Integration of Knowledge and Ideas | |
| RI.11-12.7 Integrate and evaluate multiple sources of information presented in diverse media or formats in order to address a question or solve a problem. | <p>SE/TE: Media/Public Document: Passenger Manifest <i>for the</i> MV Empire Windrush, 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; Writing to Compare, 663, 743; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742</p> <p><u>Additional Resources</u> Common Core Companion, 156–162</p> |
| RI.11-12.8 Delineate and evaluate the reasoning, premises, purposes, and arguments in texts such as works of public advocacy or foundational documents. | <p>SE/TE: Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7</p> <p><u>Additional Resources</u> Common Core Companion, 163–169</p> |
| RI.11-12.9 Analyze documents of historical and literary significance, including U.S. documents when appropriate, for their <i>themes</i> , purposes, and rhetorical features. | <p>SE/TE: Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7; also see: The Naked Babe and the Cloak of Manliness from the Well Wrought Urn (Cleanth Brooks, American critic), 385, 387–389, 397; The Assignment of My Life (Ruth Gruber), 416–418</p> <p><u>Additional Resources</u> Common Core Companion, 170–176</p> |

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| Range of Reading and Level of Text Complexity | |
| By the end of Grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently. | <p>SE/TE: First-Read: Nonfiction, 178, 384, 646, 690, 704, 730, 768; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary nonfiction and informational text selections include the following:</u> The Naked Babe and the Cloak of Manliness/Macbeth, 384; Apostrophe to the Ocean/The World Is Too Much With Us/ London, 1802, 624; The Most Forgetful Man in the World, 646; Back to My Own Country: An Essay, 690; Shooting an Elephant, 704; from A History of the English Church and People, 730; from History of Jamaica, 738; from The Buried Giant/from Kazuo Ishiguro: My Own Private Japan, 768</p> <p><u>Additional Resources</u> Common Core Companion, 177-183</p> |

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| Grade-Level Standards for Writing Standards K-12 | |
| Text Types and Purposes | |
| W.11-12.1 Write arguments to support claims when analyzing substantive topics or texts, using valid reasoning and relevant, sufficient evidence. | <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; Writing: Argument, 197; Resources Tool Kit, R8–R13</p> <p><u>Additional Resources</u> Common Core Companion, 186–196</p> |
| W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. | <p>SE/TE: Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64; Performance-Based Assessment, 108, 109, 360, 361, 362, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p> <p><u>Additional Resources</u> Common Core Companion, 187</p> |
| W.11-12.1.B Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence and insightful commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. | <p>SE/TE: Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64, 362; Performance-Based Assessment: 108, 109, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p> <p><u>Additional Resources</u> Common Core Companion, 188</p> |

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| W.11-12.1.C Use words, phrases, and clauses as well as varied syntax to create cohesion and convey logical relationships among claims, evidence, and commentary. | SE/TE: Whole-Class Performance Task: Create Cohesion: Transitions, 65; Structuring Sentences, 365; Revising for Sentence Length and Varied Syntax, 66; Performance-Based Assessment: 108, 109, 360, 366, 408, 409 <u>Additional Resources</u> Common Core Companion, 189 |
| W.11-12.1.D Establish and maintain an appropriate style, <i>tone</i> , and format within the norms and conventions of the discipline. | SE/TE: Whole-Class Performance Task: Establish Voice: Formal Style, 363; Performance-Based Assessment: 108, 109, 360, 363, 408, 409; Writing to Compare: Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Argument, 295 <u>Additional Resources</u> Common Core Companion, 191 |
| W.11-12.1.E Provide a concluding statement or section that extends from and supports the argument presented (e.g., articulating implications or the significance of the argument). | SE/TE: Whole-Class Performance Task: Drafting, 64, 362; Performance-Based Assessment: 108, 109, 360, 362, 408, 409; Writing to Compare: Block Organization, 95 <u>Additional Resources</u> Common Core Companion, 192 |
| W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | 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; Write an Informative Essay, 792–793; Writing to Sources: Comparison-and-Contrast Essay, 48; Critical Analysis, 99; Formal Analysis, 767; Writing to Compare: Research Report, 583; Comparison-and-Contrast Essay, 717; Writer’s Guidelines, 743; Resources Tool Kit, R14–R19 <u>Additional Resources</u> Common Core Companion, 197–208 |

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| W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful, include headings, graphics, and <i>multimedia</i> to aid in comprehension. | SE/TE: Whole-Class Performance Task: Prewriting/planning, 167, 719; Drafting, 720; Performance-Based Assessment: 231, 232, 233, 791; Writing to Sources: Comparison, 358; Response to Literature, 383; Writing to Compare: Comparing Audio Performances, 359 <u>Additional Resources</u> Common Core Companion, 199, 200 |
| W.11-12.2.B Develop the topic thoroughly by supplying the most significant and relevant evidence (e.g., facts, extended definitions, concrete details, quotation) and by providing insightful commentary appropriate to the audience's knowledge of the topic. | SE/TE: Whole-Class Performance Task: Prewriting/planning, 719; Enriching Writing With Research, 168; Drafting, 720; Writing to Sources: Comparison, 358; Response to Literature, 383 |
| W.11-12.2.C 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: Whole-Class Performance Task: Create a Coherent Whole: Use Transitions, 721; Performance-Based Assessment: 232, 233; Writing to Sources: Comparison, 358 <u>Additional Resources</u> Common Core Companion, 202 |
| W.11-12.2.D Use <i>precise language, domain-specific words</i> , and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. | SE/TE: Whole-Class Performance Task: Drafting, 170; Revising, 724; Performance-Based Assessment: 232, 233; Writing to Compare: Research Report, 583 <u>Additional Resources</u> Common Core Companion, 203 |
| W.11-12.2.E Establish and maintain a formal style, objective <i>tone</i> , and appropriate format within norms and conventions of the discipline. | SE/TE: Whole-Class Performance Task: Use Formal Style, 171; Editing and Proofreading, 725; Performance-Based Assessment: 232, 233; Writing to Sources: Formal Analysis, 767 <u>Additional Resources</u> Common Core Companion, 204 |

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| W.11-12.2.F Provide a concluding statement or section that extends from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | SE/TE: Whole-Class Performance Task: Revising, 172; Drafting, 720; Performance-Based Assessment: 232, 233 <u>Additional Resources</u> Common Core Companion, 203 |
| W.11-12.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. | SE/TE: Whole Class Performance Task: Write a Reflective Narrative, 460–467; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Personal Narrative, 602; Resources Tool Kit, R20–R25 <u>Additional Resources</u> Common Core Companion, 209–219 |
| W.11-12.3.A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more points of view/ <i>perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events. | SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Prewriting/Planning, 461, 605; Drafting, 462, 606; Sentence Variety, 463; Elements of a Personal Narrative, 604; Revising, 610; Performance-Based Assessment, 533, 534, 535, 671, 672, 673; Writing to Sources: Personal Narrative, 602 <u>Additional Resources</u> Common Core Companion, 210 |
| W.11-12.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Revising, 464; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Writing to Sources: Narrative Scene, 436; Performance-Based Assessment, 534, 535, 672, 673 <u>Additional Resources</u> Common Core Companion, 214 |

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| <p>W.11-12.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular <i>tone</i> and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> | <p>SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462, 606; Making Writing Sophisticated, 466; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 213</p> |
| <p>W.11-12.3.D Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.</p> | <p>SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Making Writing Sophisticated, 465; Elements of a Personal Narrative, 604; Making Writing Sophisticated, 607; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 211, 215</p> |
| <p>W.11-12.3.E Provide a purposeful ending that follows from and/or reflects on what is experienced, observed, or resolved over the course of the narrative when required by the task.</p> | <p>SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 215</p> |

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| Production and Distribution of Writing | |
| <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794</p> <p><u>Additional Resources</u> Common Core Companion, 220–226</p> |
| <p>W.11-12.5 Develop and strengthen writing 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</p> <p><u>Additional Resources</u> Common Core Companion, 227–233</p> |

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| <p>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> | <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 Analysis, 234; Research: Presentation with Graphics, 503</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><u>Additional Resources</u> Common Core Companion, 234–240</p> |
| <p align="center">Research to Build and Present Knowledge</p> | |
| <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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating 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, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; 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, 777; 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, 767</p> <p><u>Additional Resources</u> Common Core Companion, 241–247</p> |

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| <p>W.11-12.8 Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> ● 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. ● Follow a standard format for citation. | <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, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; 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, 777; 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, 767</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 248–261</p> |
| <p>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, research, and/or synthesis.</p> | |
| <p>W.11-12.9.A Apply Grades 11-12 Reading standards to literature.</p> | <p>SE/TE: Writing to Compare: Argument, 61; Compare Poems, 95; Argument/Conclusion, 165; Critical Essay, 489</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 262–265</p> |
| <p>W.11-12.9.B Apply Grades 11-12 Reading standards to informational texts.</p> | <p>SE/TE: Writing to Compare: Evaluative Essay, 663; Analyze Craft and Structure: Practice, 187; Analyze Arguments (Chart), 397; Elements of Historical Writing: Practice, 736; Write It, 657</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 266–269</p> |

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| Range of Writing | |
| <p>W.11-12.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> • research • reflection • revision and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences. | <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, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794</p> <p><u>Additional Resources</u> Common Core Companion, 270–277</p> |

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| Grade-Level Standards for Speaking and Listening | |
| Comprehension and Collaboration | |
| <p>SL.11-12.1 Initiate and participate effectively in a range of <i>collaborative discussions</i></p> <ul style="list-style-type: none"> ● one-on-one ● in groups ● teacher-led with diverse partners on Grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. | <p>SE/TE: Performance Task: Present a Panel Discussion, 784–785; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; 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, 764, 780; Share Your Independent Learning, 106, 230, 406, 532, 670, 790; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Prepare to Compare: Comparing Poems, 488; Text Structure and Voice, 76; Prepare for Discussion, 94</p> |
| <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> | <p>SE/TE: Prepare for Discussion, 94; Speaking and Listening: Discussion, 189; Role Play, 279; News Report, 353; Comparison Of Poem, 437; Panel Discussion, 525, 623; Prepare to Compare: Comparing Poems, 488; Performance-Based Assessment, 111, 235, 411, 537, 675, 795</p> |
| <p>SL.11-12.1.B Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.</p> | <p>SE/TE: Speaking and Listening: Discussion, 189; Present and Discuss 477; Panel Discussion, 623; Small-Group Performance Task, 224, 400</p> |
| <p>SL.11-12.1.C Propel conversations by posing and responding to 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; and promote divergent and creative <i>perspectives</i>.</p> | <p>SE/TE: Role Play, 279; News Report, 353; Present and Discuss 477; Panel Discussion, 525; Prepare to Compare, 742; Writing to Compare, 743; Small-Group Performance Task, 526, 664, 665, 784</p> |
| <p>SL.11-12.D Respond thoughtfully to diverse <i>perspectives</i>; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> | <p>SE/TE: Comparison Of Poem, 437; Small-Group Performance Task: Present an Argument, 100</p> |

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| <p>SL.11-12.2 Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> | <p>SE/TE: Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661</p> <p><u>Additional Resources</u> Common Core Companion, 286–289</p> |
| <p>SL.11-12.3 Evaluate a speaker's <i>perspective</i>, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and <i>tone</i> 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><u>Additional Resources</u> Common Core Companion, 290–296</p> |
| <p>Presentation of Knowledge and Ideas</p> | |
| <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct <i>perspective</i>, such that listeners can follow the line of reasoning, alternative or opposing <i>perspectives</i> are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</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, 784–785; Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, 279; Oral presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757; Multimedia Presentation, 525</p> <p><u>Additional Resources</u> Common Core Companion, 297–303</p> |

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| <p>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.</p> | <p>SE/TE: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674, 794; Research: Presentation with Graphics, 503</p> <p><u>Additional Resources</u> Common Core Companion, 304–305</p> |
| <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of standard and/or <i>formal English</i> when indicated or appropriate.</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, 784–785</p> <p>Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Speaking and Listening, 49, 159, 189, 215, 279, 313, 352, 399, 437, 451, 525, 603, 623, 757; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; 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, 764, 780</p> <p><u>Additional Resources</u> Common Core Companion, 306–312</p> |

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| Grade-Level Standards for Language | |
| Conventions of Standard English | |
| L.11-12.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 11-12 when writing or speaking. | SE/TE: Performance Task: Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Conventions and Style, 47, 83, 93, 157, 188, 196, 214, 333, 351, 398, 435, 449, 479, 487, 514, 524, 567, 581, 601, 622, 634, 644, 657, 703, 715, 737, 756, 766, 782; Vocabulary and Conventions Connection, 48, 158, 358, 436, 450, 602; Language Development: Conventions, 65, 171, 609; Handbook R60–R68 <u>Additional Resources</u> Common Core Companion, 314–317 |
| L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. | SE/TE: Conventions and Style: Coordinating Conjunctions, 83; Changing Usage, 196; Archaic Diction, 634; Word Study: Etymology and Usage: <i>myriad</i> , 702; also see: Grammar Handbook, R60–R68 <u>Additional Resources</u> Common Core Companion, 314–315 |
| L.11-12.1.B Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed. | SE/TE: Conventions and Style: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i> , 702; also see: Grammar Handbook, R60–R68 <u>Additional Resources</u> Common Core Companion, 316–317 |
| L.11-12.1.C Form and use correctly the full range of verb tenses and moods. | SE/TE: Verb mood, 479 |
| L.11-12.1.D Use appropriate shifts in verb voice and mood, and ensure subject-verb and pronoun- antecedent agreement. | SE/TE: For related material see: Verb mood, 479 |
| L.11-12.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | SE/TE: Phrases, 93, 333, 449, 463; Clauses, 435, 463 |

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| L.11-12.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 11-12 when writing. | SE/TE: Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Using Dashes for Effect, 622; Punctuation in Series, 737; Whole-Class Performance Task: Language Development: Conventions: Spell Correctly, 609; also see: Grammar Handbook, R60–R68 <u><i>Additional Resources</i></u> Common Core Companion, 318–321 |
| L.11-12.2.B Observe hyphenation conventions. | SE/TE: Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Grammar Handbook, R67 <u><i>Additional Resources</i></u> Common Core Companion, 318–319 |
| L.11-12.2.C Use appropriate punctuation (e.g., commas, ellipsis, dash, semicolon) to separate elements in a sentence. | SE/TE: Punctuation, 171, 351, 398, 601, 622, 737 |
| L.11-12.2.D Spell correctly. | SE/TE: Whole-Class Performance Task: Language Development: Spell Correctly, 609; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68 <u><i>Additional Resources</i></u> Common Core Companion, 320–321 |

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| Knowledge of Language | |
| L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | SE/TE: Conventions and Style: Coordinating Conjunctions, 83; Prepositions and Prepositional Phrases, 93; Quotation, 398; Verb Mood, 479; Clauses and Loose Sentences, 514; Using Dashes for Effect, 622; Technical Writing and Audience, 657; Forms of Address, 756; Dialect, 766; Diction and Voice, 782; Whole-Class Performance Task: 363 <i><u>Additional Resources</u></i> Common Core Companion, 322–323 |
| L.11-12.3.A Vary syntax for effect, consulting references (e.g., <u>Tufte's Artful Sentences</u>) for guidance as needed. | 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 <i><u>Additional Resources</u></i> Common Core Companion, 322–323 |
| L.11-12.3.B Apply an understanding of syntax to the study of complex texts when reading. | SE/TE: Conventions and Style: Using Syntax for Elaboration, 47 <i><u>Additional Resources</u></i> Common Core Companion, 322–323 |

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| Vocabulary Acquisition and Use | |
| L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies. | <p>SE/TE: Word Study: Multiple-Meaning Words, 194, 380, 477, 522, 764; 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, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741</p> <p>TE only: Multiple Meaning Words, 78, 96, 192, 426, 490, 681</p> <p><u>Additional Resources</u> Common Core Companion, 324–331</p> |
| L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | <p>SE/TE: Context Clues, 74, 84, 190, 384, 472, 480, 490, 504, 624, 636, 646, 744 Practice, 81, 91, 186, 194, 212, 311, 396, 457, 500, 512, 522, 655, 754; also see: Word Network, 7, 117, 241, 417, 543, 681</p> <p>TE only: Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748, 761; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28</p> <p><u>Additional Resources</u> Common Core Companion, 324–325</p> |
| L.11-12.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). | <p>SE/TE: Word Study, 81, 212, 311, 380, 434, 448, 485, 500, 512, 620, 642, 655, 735, 754; Conventions and Style, 435</p> <p><u>Additional Resources</u> Common Core Companion, 326–327</p> |

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| <p>L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> | <p>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 TE only: Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636</p> <p><u>Additional Resources</u> Common Core Companion, 328-329</p> |
| <p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>SE/TE: Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Study, 293, 448, 754; Concept Vocabulary, 190, 198, 372, 384, 504, 624, 642, 744 TE only: Vocabulary Development, 25</p> <p><u>Additional Resources</u> Common Core Companion, 330-331</p> |

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| <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.</p> | <p>SE/TE: Word Study: Antonyms, 331; First Read: Poetry, 552; Analyze Craft and Structure: Influence of Historical Period, 565; Conventions and Style: Author’s Choices, 581; Author’s Choices: Structure and Aesthetic Impact, 599; Elliptical Sentences, 601; Impact of Word Choice on Themes, 643; First Read: Fiction, 636; Voice and Development of Ideas, 703; Formal and Informal Language, 715; Essential Question, 764</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 Imagery, 374, 498; Analyze Personification, 430; Explore Literary Devices, 261; Interpret Imagery, 474; Investigate Simile, 762; Investigate Symbolism and Imagery, 291</p> <p><u>Additional Resources</u> Common Core Companion, 332–335</p> |
| <p>L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> | <p>SE/TE: 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 Simile, 762; Investigate Symbolism and Imagery, 291; Interpret a Paradox, 389</p> <p><u>Additional Resources</u> Common Core Companion, 332–333</p> |

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| L.11-12.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations. | <p>SE/TE: Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714</p> <p>TE only: English Language Support, 672, 751</p> <p><u>Additional Resources</u> Common Core Companion, 334-335</p> |
| L.11-12.6 Acquire and use accurately a range of <i>grade-appropriate general academic and domain-specific words</i> and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | <p>SE/TE: 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, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741</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, 760, 761, 771, 776</p> <p><u>Additional Resources</u> Common Core Companion, 336-337</p> |