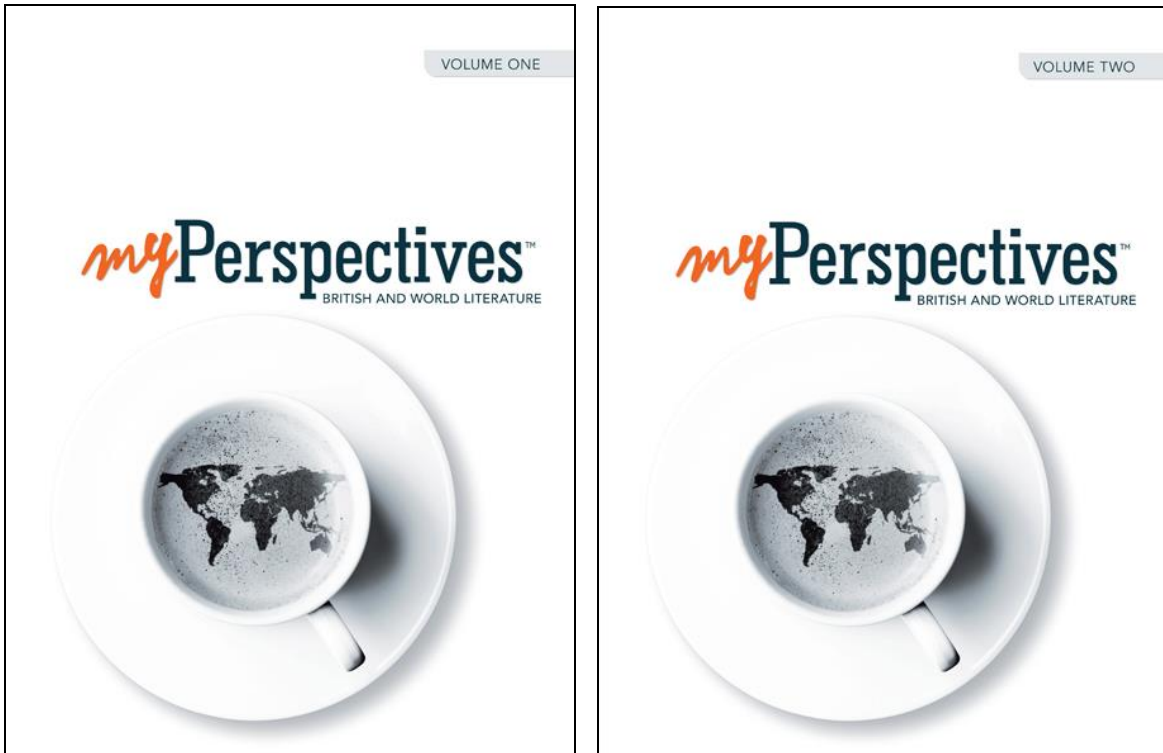


## A Correlation of



**Grade 12, ©2017**

To the

**Colorado Academic Standards  
Reading, Writing, and Communicating  
Grade 12**



# **A Correlation of myPerspectives, Grade 12 to the Colorado Academic Standards, Reading, Writing, and Communicating**

## **Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

*myPerspectives™ English language Arts* is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate-and defend-their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
11-12 - Eleventh / Twelfth Grade Band	
<b>(RW.11-12.1) Oral Expression and Listening</b>	
(RW.11-12.1.1) Follow collaborative guidelines to ensure a hearing of a full range of positions on a topic or issue, and evaluate responses.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group’s attainment of an objective.	<b>SE/TE:</b> 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; 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; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Comparing Poems, 488–489
(RW.11-12.1.1.a) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
(RW.11-12.1.1.a.i) 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.	<b>SE/TE:</b> Prepare for Discussion, 94; Speaking and Listening: Discussion, 189; Role Play, 279; News Report, 353; Comparison of Poetry, 437; Panel Discussion, 525, 623; Comparing Poems, 488–489; Performance-Based Assessment, 111, 235, 411, 537, 675
(RW.11-12.1.1.a.ii) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	<b>SE/TE:</b> Speaking and Listening: Discussion, 189; Present and Discuss 477; Panel Discussion, 623; Small-Group Performance Task, 224, 400
(RW.11-12.1.1.a.iii) 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 perspectives.	<b>SE/TE:</b> 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

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.1.1.a.iv) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<b>SE/TE:</b> Comparison of Poetry, 437; Small-Group Performance Task: Present an Argument, 100
(RW.11-12.1.1.b) Integrate multiple sources of information presented in diverse formats and media (for example: visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<b>SE/TE:</b> Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661  <u>Additional Resources</u> Common Core Companion, 286–289
(RW.11-12.1.1.c) 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.	<b>SE/TE:</b> 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  <u>Additional Resources</u> Common Core Companion, 290–296
(RW.11-12.1.2) Integrate credible, accurate information into appropriate media and formats to meet an audience’s needs.	
(2) Deliver effective oral presentations for varied audiences and varied purposes.	<b>SE/TE:</b> 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; 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  <u>Additional Resources</u> Common Core Companion, 297–303

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
<p>(RW.11-12.1.2.a) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p><b>SE/TE:</b> 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; 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</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 297–303</p>
<p>(RW.11-12.1.2.b) Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SE/TE:</b> 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</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 304–305</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<p><b>SE/TE:</b> 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; 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; 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</p> <p><u>Additional Resources</u> Common Core Companion, 306–312</p>
<b>(RW.11-12.2) Reading for All Purposes</b>	
(RW.11-12.2.1) Interpret and evaluate complex literature using various critical reading strategies.	
(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.	<p><b>SE/TE:</b> First-Read: Fiction/Poetry, 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; Independent Learning: First-Read Guide: 104, 228, 404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669</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</p>

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Colorado Academic Standards 2020	myPerspectives Grade 12
(Continued)	(Continued) <b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i> , T38–T49 (includes titles such as: <i>Don Quixote</i> , <i>Pride and Prejudice</i> , <i>King Lear</i> , <i>The Alchemist</i> )  <u><i>Additional Resources</i></u> Common Core Companion, 82–86
(RW.11-12.2.1.a) Use Key Ideas and Details to:	
(RW.11-12.2.1.a.i) 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.	<b>SE/TE:</b> from <i>Beowulf</i> : 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 <b>TE only:</b> 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  <u><i>Additional Resources</i></u> Common Core Companion, 2–14
(RW.11-12.2.1.a.ii) Determine two or more themes 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; provide an objective summary of the text.	<b>SE/TE:</b> 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, 564, 578 <b>TE only:</b> Analyze Theme, 318; Reflect on Theme, 34  <u><i>Additional Resources</i></u> Common Core Companion, 15–27



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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.2.1.a.iii) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed).	<p><b>SE/TE:</b> 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</p> <p><b>TE only:</b> 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>
(RW.11-12.2.1.b) Use Craft and Structure to:	
(RW.11-12.2.1.b.i) 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 tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	<p><b>SE/TE:</b> 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</p> <p><b>TE only:</b> 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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(RW.11-12.2.1.b.ii) Analyze how an author’s choices concerning how to structure specific parts of a text (for example: 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><b>SE/TE:</b> 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</p> <p><b>TE only:</b> 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>
(RW.11-12.2.1.b.iii) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (for example: satire, sarcasm, irony, or understatement).	<p><b>SE/TE: SE/TE:</b> 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</p> <p><u>Additional Resources</u> Common Core Companion, 61–67</p>
(RW.11-12.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.11-12.2.1.c.i) By the end of 12th grade, analyze multiple interpretations of a story, drama, or poem (for example: recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (for example: a play by Shakespeare and/or a play by an American dramatist.)	<p><b>SE/TE:</b> 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</p> <p><u>Additional Resources</u> Common Core Companion, 68–74</p>

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(RW.11-12.2.1.c.ii) By the end of 12th grade, demonstrate knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	<p><i>myPerspectives</i> grade 12 focuses on foundational works of British Literature. Examples include the following:</p> <p><b>SE/TE:</b> <i>To Lucasta, on Going to the Wars</i>, 76; <i>The Charge of the Light Brigade</i>, 78; <i>The Song of the Mud</i>, 86; <i>Dulce et Decorum Est</i>, 88; Writing to Compare, 94–95; <i>To His Coy Mistress</i>, 472; <i>To the Virgins, to Make Much of Time/Youth’s the Season Made for Joys</i>, 480; Writing to Compare, 488–489</p>
(RW.11-12.2.1.d) Use Range of Reading and Complexity of Text to:	
(RW.11-12.2.1.d.i) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>SE/TE:</b> First-Read: Fiction/Poetry, 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; Independent Learning: First-Read Guide: 104, 228, 404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669</p> <p><u>Literary fiction selections include the following:</u> from <i>Beowulf</i>, 18; <i>To Lucasta, on Going to the Wars/The Charge of the Light Brigade</i>, 74; <i>The Prologue From The Canterbury Tales</i>, 128; <i>The Tragedy of Macbeth</i>, 258, 280, 296, 314, 334; <i>A Valediction: Forbidding Mourning/Holy Sonnet</i> 10, 426; from <i>Gulliver’s Travels</i>, 438; from the <i>Divine Comedy: Inferno/The Second Coming</i>, 490, 500; <i>Araby</i>, 504; <i>To His Coy Mistress</i>, 472; <i>The Explosion/Old Love</i>, 526; <i>Ode to a Nightingale/Ode to the West Wind</i>, 568; from <i>Frankenstein</i>, 584; <i>The Widow of Windsor/From Lucy: Englan’ Lady</i>, 758</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: <i>Don Quixote</i>, <i>Pride and Prejudice</i>, <i>King Lear</i>, <i>The Alchemist</i>)</p> <p><u>Additional Resources</u> Common Core Companion, 82–86</p>

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<p>(RW.11-12.2.1.d.ii) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction/Poetry, 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; Independent Learning: First-Read Guide: 104, 228, 404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669</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</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, 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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.2.2) Interpret and evaluate complex informational texts using various critical reading strategies.	
(4) Read a wide range of informational texts to build knowledge and to better understand the human experience.	<p><b>SE/TE:</b> First-Read: Nonfiction, 178, 384, 646, 690, 704, 730; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405, 531, 669</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</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>
(RW.11-12.2.2.a) Use Key Ideas and Details to:	
(RW.11-12.2.2.a.i) 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><b>SE/TE:</b> 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</p> <p><b>TE only:</b> Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747</p> <p><u>Additional Resources</u> Common Core Companion, 90–102</p>
(RW.11-12.2.2.a.ii) 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; provide an objective summary of the text.	<p><b>SE/TE:</b> Analyze Craft and Structure: Interaction and Development of Ideas, 195; Author’s Perspective: Historical Context, 213; Analyze Arguments, 397</p> <p><u>Additional Resources</u> Common Core Companion, 103–115</p>

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(RW.11-12.2.2.a.iii) 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><b>SE/TE:</b> 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</p> <p><b>TE only:</b> Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 116–122</p>
(RW.11-12.2.2.a.iv) Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity).	<p><b>SE/TE:</b> Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; 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><i>Additional Resources</i></u> Common Core Companion, 170–176</p>
(RW.11-12.2.2.a.v) Predict the impact an informational text will have on an audience and justify the prediction.	<p><b>SE/TE:</b> Analyze Craft and Structure: 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</p> <p><b>TE only:</b> Identify Social Commentary, 135; Analyze Reasoning, 653</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 143–155</p>

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Colorado Academic Standards 2020	myPerspectives Grade 12
(RW.11-12.2.2.b) Use Craft and Structure to:	
(RW.11-12.2.2.b.i) 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 (for example: how Madison defines “faction” in Federalist No. 10).	<p><b>SE/TE:</b> Concept Vocabulary, 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><u><i>Additional Resources</i></u> Common Core Companion, 123–135</p>
(RW.11-12.2.2.b.ii) Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<p><b>SE/TE:</b> 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</p> <p><b>TE only:</b> Identify Social Commentary, 135; Analyze Reasoning, 653</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 143–155</p>
(RW.11-12.2.2.b.iii) Determine an author’s point of view 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><b>SE/TE:</b> 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</p> <p><b>TE only:</b> Identify Social Commentary, 135</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 143–155</p>

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<b>(RW.11-12.2.2.c) Use Integration of Knowledge and Ideas to:</b>	
(RW.11-12.2.2.c.i) Integrate and evaluate multiple sources of information presented in different media or formats (for example: visually, quantitatively) as well as in words in order to address a question or solve a problem.	<p><b>SE/TE:</b> 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: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742–743</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 156–162</p>
(RW.11-12.2.2.c.ii) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade.	<p><b>SE/TE:</b> Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; Brown v. Board of Education), R6–R7</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 163–169</p>
(RW.11-12.2.2.c.iii) Analyze 17th-, 18th-, and 19th-century foundational U.S. documents of historical and literary significance (for example: The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features by the end of 12th grade.	<p><b>SE/TE:</b> Analyze Legal Meanings and Reasoning (U.S. Constitution &amp; 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><i>Additional Resources</i></u> Common Core Companion, 170–176</p>



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<b>(RW.11-12.2.2.d) Use Range of Reading and Complexity of Text to:</b>	
(RW.11-12.2.2.d.i) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p><b>SE/TE:</b> First-Read: Nonfiction, 178, 384, 646, 690, 704, 730; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405,531, 669</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</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>
(RW.11-12.2.2.d.ii) By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	<p><b>SE/TE:</b> First-Read: Nonfiction, 178, 384, 646, 690, 704, 730; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405,531, 669</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</p> <p><u>Additional Resources</u> Common Core Companion, 177–183</p>

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(RW.11-12.2.3) Understand how language influences the comprehension of narrative, argumentative, and informational texts.	
(5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	<p><b>SE/TE:</b> 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; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741</p> <p><b>TE only:</b> Multiple Meaning Words, 78, 96, 192, 426, 490, 681</p> <p><u>Additional Resources</u> Common Core Companion, 324-331</p>
(RW.11-12.2.3.a) 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.	
(RW.11-12.2.3.a.i) Use context (for example: 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><b>SE/TE:</b> 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><b>TE only:</b> Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28</p> <p><u>Additional Resources</u> Common Core Companion, 324-325</p>
(RW.11-12.2.3.a.ii) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: conceive, conception, conceivable).	<p><b>SE/TE:</b> 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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(RW.11-12.2.3.a.iii) Consult general and specialized reference materials (for example: 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><b>SE/TE:</b> 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</p> <p><b>TE only:</b> Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636</p> <p><u>Additional Resources</u> Common Core Companion, 328–329</p>
(RW.11-12.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p><b>SE/TE:</b> Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Study, 293, 448, 754; Concept Vocabulary, 190, 198, 372, 384, 504, 624, 642, 744</p> <p><b>TE only:</b> Vocabulary Development, 25</p> <p><u>Additional Resources</u> Common Core Companion, 330–331</p>
(RW.11-12.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.11-12.2.3.b.i) Interpret figures of speech (for example: hyperbole, paradox) in context and analyze their role in the text.	<p><b>SE/TE:</b> 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><b>TE only:</b> 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><u>Additional Resources</u> Common Core Companion, 332–333</p>

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(RW.11-12.2.3.b.ii) Analyze nuances in the meaning of words with similar denotations.	<p><b>SE/TE:</b> Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714  <b>TE only:</b> English Language Support, 672, 751</p> <p><i>Additional Resources</i>            Common Core Companion, 334–335</p>
(RW.11-12.2.3.c) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p><b>SE/TE:</b> 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  <b>TE only:</b> 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><i>Additional Resources</i>            Common Core Companion, 336–337</p>
<b>(RW.11-12.3) Writing and Composition</b>	
(RW.11-12.3.1) Write thoughtful, well-developed arguments that support knowledgeable and significant claims, anticipating and addressing the audience’s values and biases.	
(6) Craft arguments using techniques specific to the genre.	<p><b>SE/TE:</b> 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; Resources Tool Kit, R8–R13</p> <p><i>Additional Resources</i>            Common Core Companion, 186–196</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.3.1.a) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
(RW.11-12.3.1.a.i) 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><b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64; Performance-Based Assessment, 108, 109, 360, 361, 362, 408, 409; Writing to Compare: Argumentative Essay, 164–165; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662-663; Writing to Sources: Response to Criticism, 158; Psychological Report, 295; Satirical Argument, 450; Argument, 197</p> <p><u>Additional Resources</u> Common Core Companion, 187</p>
(RW.11-12.3.1.a.ii) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence 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><b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64, 362; Performance-Based Assessment: 108, 109, 408, 409; Writing to Compare: Argument, 60-61; Critical Evaluation, 458-459; Evaluative Essay, 662-663; Writing to Sources: Response to Criticism, 158; Psychological Report, 295; Writing: Argument, 197</p> <p><u>Additional Resources</u> Common Core Companion, 188</p>
(RW.11-12.3.1.a.iii) Use words, phrases, clauses, as well as varied syntax to link the major sections of the text, to create cohesion, and to clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p><b>SE/TE:</b> Whole-Class Performance Task: Create Cohesion and Clarity: Transitions, 65; Structuring Sentences, 365; Revising for Sentence Length and Varied Syntax, 66; Performance-Based Assessment: 108, 109, 360, 366, 408, 409</p> <p><u>Additional Resources</u> Common Core Companion, 189</p>

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(RW.11-12.3.1.a.iv) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p><b>SE/TE:</b> Whole-Class Performance Task: Establish Voice: Formal Style, 363; Performance-Based Assessment: 108, 109, 360, 363, 408, 409; Writing to Compare: Critical Evaluation, 458-459; Evaluative Essay, 662-663; Writing to Sources: Psychological Report, 295</p> <p><u>Additional Resources</u> Common Core Companion, 191</p>
(RW.11-12.3.1.a.v) Provide a concluding statement or section that follows from and supports the argument presented.	<p><b>SE/TE:</b> Whole-Class Performance Task: Drafting, 64, 362; Performance-Based Assessment: 108, 109, 360, 362, 408, 409; Writing to Compare: Block Organization, 95</p> <p><u>Additional Resources</u> Common Core Companion, 192</p>
(RW.11-12.3.2) Write informative/explanatory texts to examine and convey complex ideas through the effective selection, organization, and analysis of content.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	<p><b>SE/TE:</b> 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; Informative Essay, 582–583; Resources Tool Kit, R14–R19</p> <p><u>Additional Resources</u> Common Core Companion, 197–208</p>
(RW.11-12.3.2.a) 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.	
(RW.11-12.3.2.a.i) 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; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension.	<p><b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 167, 719; Drafting, 722; Performance-Based Assessment: 231, 232, 233; Response to Literature, 383; Writing to Compare: Comparing Audio Performances, 358–359</p> <p><u>Additional Resources</u> Common Core Companion, 199, 200</p>

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(RW.11-12.3.2.a.ii) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 719; Enriching Writing with Research, 168; Drafting, 722; Writing to Sources: Compare-and-Contrast Essay, 358-359; Response to Literature, 383
(RW.11-12.3.2.a.iii) 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.	<b>SE/TE:</b> Whole-Class Performance Task: Create a Coherent Whole: Use Transitions, 723; Performance-Based Assessment: 232, 233; Writing to Sources: Compare-and-Contrast Essay, 358-359  <i>Additional Resources</i> Common Core Companion, 202
(RW.11-12.3.2.a.iv) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<b>SE/TE:</b> Whole-Class Performance Task: Drafting, 170; Revising, 724; Performance-Based Assessment: 232, 233; Writing to Compare: Informative Essay, 582–583  <i>Additional Resources</i> Common Core Companion, 203
(RW.11-12.3.2.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Whole-Class Performance Task: Use Formal Style, 171; Editing and Proofreading, 725; Performance-Based Assessment: 232, 233; Writing to Sources: Formal Analysis, 767  <i>Additional Resources</i> Common Core Companion, 204
(RW.11-12.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example: articulating implications or the significance of the topic).	<b>SE/TE:</b> Whole-Class Performance Task: Revising, 172; Drafting, 722; Performance-Based Assessment: 232, 233  <i>Additional Resources</i> Common Core Companion, 203

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(RW.11-12.3.3) Write engaging and significant real or imagined narratives that build toward a particular tone or outcome.	
(8) Craft narratives using techniques specific to the genre.	<p><b>SE/TE:</b> 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; Resources Tool Kit, R20–R25</p> <p><u>Additional Resources</u> Common Core Companion, 209–219</p>
(RW.11-12.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
(RW.11-12.3.3.a.i) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p><b>SE/TE:</b> 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</p> <p><u>Additional Resources</u> Common Core Companion, 210</p>
(RW.11-12.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p><b>SE/TE:</b> 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</p> <p><u>Additional Resources</u> Common Core Companion, 214</p>



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(RW.11-12.3.3.a.iii) 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 tone and outcome (for example, a sense of mystery, suspense, growth, or resolution).	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462, 606; Dialogue and Description, 466; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u>Additional Resources</u> Common Core Companion, 213</p>
(RW.11-12.3.3.a.iv) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Dialogue and Description, 466; Elements of a Personal Narrative, 604; Making Writing Sophisticated, 608; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u>Additional Resources</u> Common Core Companion, 211, 215</p>
(RW.11-12.3.3.a.v) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p><b>SE/TE:</b> 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>Additional Resources</u> Common Core Companion, 215</p>
(RW.11-12.3.3.a.vi) Select and use stylistic devices to craft engaging and effective text.	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Dialogue and Description, 466; Elements of a Personal Narrative, 604; Making Writing Sophisticated, 608; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p> <p><u>Additional Resources</u> Common Core Companion, 211, 215</p>

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(RW.11-12.3.4) Use a recursive writing process to produce, publish, and update individual or shared writing projects in response to ongoing feedback.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	<p><b>SE/TE:</b> 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; 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><u>Additional Resources</u> Common Core Companion, 220–226</p>
(RW.11-12.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.11-12.3.4.a.i) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<p><b>SE/TE:</b> 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</p> <p><u>Additional Resources</u> Common Core Companion, 314–315</p>
(RW.11-12.3.4.a.ii) Resolve issues of complex or contested usage, consulting references (for example: Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<p><b>SE/TE:</b> Conventions and Style: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i>, 702; also see: Grammar Handbook, R60–R68</p> <p><u>Additional Resources</u> Common Core Companion, 316–317</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.11-12.3.4.b.i) Observe hyphenation conventions.	<p><b>SE/TE:</b> Whole-Class Performance Task: Language Development: Conventions: Use Formal Style, 171; Conventions and Style: Hyphenation of Compound Adjectives, 351; Grammar Handbook, R67</p> <p><u>Additional Resources</u> Common Core Companion, 318–319</p>
(RW.11-12.3.4.b.ii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.	<p><b>SE/TE:</b> Whole-Class Performance Task: Language Development: Spell Correctly, 607; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68</p> <p><u>Additional Resources</u> Common Core Companion, 320–321</p>
(RW.11-12.3.4.c) 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.	
(RW.11-12.3.4.c.i) Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<p><b>SE/TE:</b> Conventions and Style: Using Syntax for Elaboration, 47; Clauses in Periodic Sentences, 435; Clauses and Loose Sentences, 514; Whole-Class Performance Task: 363</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
<p>(RW.11-12.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.)</p>	<p><b>SE/TE:</b> 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><u>Additional Resources</u> Common Core Companion, 220–226</p>
<p>(RW.11-12.3.4.e) 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><b>SE/TE:</b> 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>
<p>(RW.11-12.3.4.f) 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><b>SE/TE:</b> 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 <b>TE only:</b> 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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p><b>SE/TE:</b> 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; QuickWrite, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 773; 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><u>Additional Resources</u> Common Core Companion, 270–277</p>
<b>(RW.11-12.4) Research Inquiry and Design</b>	
(RW.11-12.4.1) Synthesize multiple, authoritative literary and/or informational sources to answer questions or solve problems, producing well-organized and developed research projects that defend information, conclusions, and solutions.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	<p><b>SE/TE:</b> Research to Clarify &amp; 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; Conducting Research, R26–R35</p> <p><b>TE only:</b> 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>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
<p>(RW.11-12.4.1.a) 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><b>SE/TE:</b> Research to Clarify &amp; 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; Conducting Research, R26–R35</p> <p><b>TE only:</b> 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><u>Additional Resources</u> Common Core Companion, 241–247</p>
<p>(RW.11-12.4.1.b) 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><b>SE/TE:</b> Research to Clarify &amp; 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; Conducting Research, R26–R35</p> <p><b>TE only:</b> 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><u>Additional Resources</u> Common Core Companion, 248–261</p>

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<b>Colorado Academic Standards 2020</b>	<b>myPerspectives Grade 12</b>
(RW.11-12.4.1.c) Evaluate quality, accuracy, and completeness of information and the bias, credibility and reliability of the sources.	<b>SE/TE:</b> Research overview, 99; Synthesizing Research and Media, 223; Report That Analyzes, 635; Conducting Research, R26–R35  <i><u>Additional Resources</u></i> Common Core Companion, 248–261
(RW.11-12.4.1.d) Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<b>SE/TE:</b> Quotation marks, 99; Annotated Timeline, 503; Citations, 720; Conducting Research, R26–R35  <i><u>Additional Resources</u></i> Common Core Companion, 248–261
(RW.11-12.4.1.e) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.11-12.4.1.e.i) Apply grades 11-12 Reading standards to literature (for example: “Demonstrate knowledge of 18th-, 19th- and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	<b>SE/TE:</b> Writing to Compare: Argument, 60-61; Compare Poems, 94–95; Argument/Conclusion, 165; Critical Essay, 489  <i><u>Additional Resources</u></i> Common Core Companion, 262–265
(RW.11-12.4.1.e.ii) Apply grades 11-12 Reading standards to literary nonfiction (for example: “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [for example: in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [for example: The Federalist, presidential addresses]”).	<b>SE/TE:</b> Writing to Compare: Evaluative Essay, 662-663; Analyze Craft and Structure: Practice, 187; Analyze Arguments (Chart), 397; Elements of Historical Writing: Practice, 736; Write It, 657  <i><u>Additional Resources</u></i> Common Core Companion, 266–269