

## A Correlation of



**Grade 11, ©2017**

To the  
**Massachusetts Curriculum Framework  
2017 English Language Arts**

# **A Correlation of myPerspectives English Language Arts ©2017, Grade 11 To the Massachusetts Curriculum Framework 2017 English Language Arts**

## **Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **Massachusetts Curriculum Framework 2017 English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title, and page reference.

*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>Grades 11–12 Reading Standards</b>	
<b>Grades 11–12 Reading Standards for Literature [RL]</b>	
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p><b>SE/TE:</b> “A Wagner Matinée,” 249; “The Notorious Jumping Frog of Calaveras County,” 426-427; “A White Heron,” 444-445; <i>The Crucible</i>, 565, 581, 616, 620; “Everyday Use,” 774; “Everything Stuck to Him,” 788; “The Jilting of Granny Weatherall,” 847, 851; <b>myPerspectives Plus:</b> Common Core Companion, 2-3, 9</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with most literature selections in the program.</i></p>
2. 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 a text.	<p><b>SE/TE: [Theme]</b> The Poetry of Emily Dickinson, 173; “The Story of an Hour,” 357; “A White Heron,” 445; “In the Longhouse, Oneida Museum,” 513; <i>The Crucible</i>, 684, 685; “Everyday Use,” 775 <b>[Summary]</b> Unit 6 Introduction, 756; <b>myPerspectives Plus:</b> Common Core Companion, 15-16, 22</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE: [Theme]</b> The Writing of Walt Whitman, 164, 165; “Chicago” / “Wilderness,” 492; <i>The Crucible</i>, Act IV, 680, 685; <b>[Summary]</b> “A Wagner Matinée,” 257; The Notorious Jumping Frog of Calaveras County, 425; A White Heron, 443; <i>The Crucible</i>, 624, 656, 679; “The Jilting of Granny Weatherall,” 852</p>
3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story, poem, or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	<p><b>SE/TE:</b> “A Wagner Matinée,” 259; “The Story of an Hour,” 357; <i>The Crucible</i>, Act I, 598, 626, 658; “Antojos,” 723, 724, 725, 726, 735; “Everyday Use,” 775; “Everything Stuck to Him,” 792-793; “The Leap,” 803; “The Jilting of Granny Weatherall,” 844, 854 <b>myPerspectives Plus:</b> Common Core Companion, 28-29, 35</p>

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Craft and Structure	
<p>4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 165, 167; “A Wagner Matinée,” 259, 260; “The Notorious Jumping Frog of Calaveras County,” 428-429; “Chicago” / “Wilderness,” 492, 500; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510, 518; “Antojos,” 722; “An Occurrence at Owl Creek Bridge,” 839; “The Jilting of Granny Weatherall,” 855; <b>myPerspectives Plus:</b> Common Core Companion, 41-42, 48, 336, 337; Academic Vocabulary and Word Study: Interactive Vocabulary Lessons; Common Core Companion</p> <p><i>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections. Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> The Poetry of Emily Dickinson, 174, 175, 181, 182; “A Wagner Matinee,” 260; <i>The Crucible</i>, 597, 621, 625, 657, 668, 682; “The Leap,” 796, 804</p>
<p>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, the choice to introduce a new tone or point of view) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p><b>SE/TE:</b> “The Love Song of J. Alfred Prufrock,” 245; “A White Heron,” 448; “Chicago” / “Wilderness,” 501; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 519; <i>The Crucible</i>, 598; “Antojos,” 735; “Everything Stuck to Him,” 789; “An Occurrence at Owl Creek Bridge,” 840; “The Jilting of Granny Weatherall,” 854; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; <b>myPerspectives Plus:</b> Common Core Companion, 54-55</p>

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6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, understatement, notable omission).	<p><b>SE/TE:</b> "The Love Song of J. Alfred Prufrock," 245; "The Story of an Hour," 358; "The Notorious Jumping Frog of Calaveras County," 427; <i>The Crucible</i>, Act III, 659; "Everyday Use," 772; <b>myPerspectives Plus:</b> Common Core Companion, 61-62</p> <p><b><i>Additional Coverage</i></b>  <b>SE/TE:</b> "An Occurrence at Owl Creek Bridge," 834, 840</p>
<b>Integration of Knowledge and Ideas</b>	
7. Analyze one or more critical responses to a work or body of literature, including how the critical lens (e.g., formal, historical, feminist, sociological, psychological) influences the interpretation.	<b>SE/TE:</b> "The Story of an Hour," 356, 357; "A White Heron," 448; "Everyday Use," 772, 774, 775; "Everything Stuck to Him," 788, 789
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts.
9. Demonstrate knowledge of eighteenth, nineteenth and early-twentieth 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> The Writing of Walt Whitman, 164-165; The Poetry of Emily Dickinson, 180-181; from <i>Life on the Mississippi</i> , 414; "The Notorious Jumping Frog of Calaveras County," 426, 430; "Chicago" / "Wilderness" / "Sandburg's Chicago," 508-509; <b>myPerspectives Plus:</b> Common Core Companion, 75-76
<b>Range of Reading and Level of Text Complexity</b>	
10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)	<b>SE/TE:</b> Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869

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<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>	
Key Ideas and Details	
<p>1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>SE/TE:</b> Declaration of Independence, 24; Letter to John Adams / from <i>Dear Abigail</i>, 104, 105, 108, 110, 111, 112; from <i>Walden</i> / “Civil Disobedience,” 227; from <i>Life on the Mississippi</i>, 414; from <i>Farewell to Manzanar</i>, 715; <b>myPerspectives Plus:</b> Common Core Companion, 90-91, 97</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</i></p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Speech in the Convention, 46; from <i>The American Revolution: Visual Propaganda</i>, 53-56; from <i>What to the Slave Is the Fourth of July?</i>, 294</p>
<p>2. 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 a text.</p>	<p><b>SE/TE: [Central Idea]</b> from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 <b>[Summary]</b> Unit Introductions (1-5), 8, 144, 280, 398, 550; <b>myPerspectives Plus:</b> Common Core Companion, 103-104, 110</p> <p><b><u>Additional Coverage</u></b> <b>[Central Idea]</b> from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; Second Inaugural Address, 304-305</p>
<p>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><b>SE/TE:</b> from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 715; “A Brief History of the Short Story,” 825; <b>myPerspectives Plus:</b> Common Core Companion, 116-117</p>

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Craft and Structure	
<p>4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>SE/TE:</b> Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; Preamble to the Constitution / Bill of Rights, 36; <i>The United States Constitution: A Graphic Adaptation</i>, 82; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Gettysburg Address, 118, 122, 123; “Innovators and Their Inventions,” 230; “Ain’t I a Woman,” 336; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; from <i>Life on the Mississippi</i>, 408, 410, 417; “American Regional Art,” 472, 477; from <i>Dust Tracks on a Road</i>, 484, 486, 488, 490; from <i>The Way to Rainy Mountain</i>, 520, 523, 529; from <i>Farewell to Manzanar</i>, 704; “Interview with George Takei,” 716, 719; <b>myPerspectives Plus:</b> Common Core Companion, 123-124, 130, 336, 337; Academic Vocabulary and Word Study: Interactive Vocabulary Lessons</p> <p><i>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections. Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p>



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<p>5. Analyze and evaluate the effectiveness of the structure an author uses in an exposition or argument, including whether the structure makes points clear, coherent, convincing, and engaging.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 35; “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; from “Nature” / from “Self-Reliance,” 210; from <i>What to the Slave Is the Fourth of July?</i>, 294-295; Second Inaugural Address, 304-305; Declaration of Sentiments / “Giving Women the Vote,” 344, 350-351; Brown v. Board of Education: Opinion of the Court, 368, 378, 379; “Was ‘Brown v. Board’ a Failure?,” 376; “A Brief History of the Short Story,” 825; <b>myPerspectives Plus:</b> Common Core Companion, 136-137</p>
<p>6. 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>	<p><b>SE/TE:</b> Declaration of Independence, 27; Speech in the Convention, 47; America’s Constitution: A Biography, 80; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 99; Gettysburg Address, 124; from <i>Walden</i> / from “Civil Disobedience,” 226, 228; “Ain’t I a Woman?,” 335; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Life on the Mississippi</i>, 415; from <i>Farewell to Manzanar</i>, 715; <b>myPerspectives Plus:</b> Common Core Companion, 143-144, 150</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Letter to John Adams / from <i>Dear Abigail</i>, 116; Gettysburg Address, 123; Second Inaugural Address, 304; from <i>Dust Tracks on a Road</i>, 489, 490; from <i>The Way to Rainy Mountain</i>, 528</p>

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Integration of Knowledge and Ideas	
7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.	<b>SE/TE:</b> "The American Revolution: Visual Propaganda," 58; from <i>America's Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i> , 90-91; "Perspectives on Lincoln," 316; Declaration of Sentiments / "Giving Women the Vote," 350-351; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; <b>myPerspectives Plus:</b> Common Core Companion, 156-157
8. Delineate and evaluate the reasoning in seminal historical texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<b>SE/TE:</b> Declaration of Independence, 24-25; Preamble to the United States Constitution / Bill of Rights, 33, 34; Speech in the Convention, 44, 47; Brown v. Board of Education: Opinion of the Court / "Was 'Brown v. Board' a Failure?," 378-379; <b>myPerspectives Plus:</b> Common Core Companion, 163-164  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Second Inaugural Address, 304, 305; from <i>What to the Slave Is the Fourth of July?</i> , 294-295
9. Analyze pre-twentieth-century documents of historical and literary significance (e.g., the Magna Carta, the Declaration of Independence, the Declaration of the Rights of Man, the Preamble to the Constitution, the Bill of Rights) for their themes, purposes, and rhetorical features.	<b>SE/TE:</b> Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from "Nature" / from "Self-Reliance," 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344; Brown v. Board of Education: Opinion of the Court, 367, 368; <b>myPerspectives Plus:</b> Common Core Companion, 170-171  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Letter to John Adams / from <i>Dear Abigail</i> , 115, 116

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Range of Reading and Level of Text Complexity	
10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. (See more on qualitative and quantitative dimensions of text complexity.)	<b>SE/TE:</b> Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869
<b>Grades 11–12 Writing Standards [W]</b>	
Text Types and Purposes	
1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
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.	<b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; America’s Constitution: A Biography, 81; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 101; <i>The Crucible</i> , 684; Whole-Class Performance Task, Unit 1: 61, 64, Unit 5: 693, 696; <b>myPerspectives Plus:</b> Common Core Companion, 186-189  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747
b. 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.	<b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 101; Whole-Class Performance Task, Unit 1: 61, 63, Unit 5: 693; <b>myPerspectives Plus:</b> Common Core Companion, 186-189  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> <i>America’s Constitution: A Biography</i> , 81; <i>The Crucible</i> , 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747

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<p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 65, Unit 5: 698; <b>myPerspectives Plus:</b> Common Core Companion, 190</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, Act 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
<p>d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 66, Unit 5: 698; <b>myPerspectives Plus:</b> Common Core Companion, 190, 194</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 64, Unit 5: 696; <b>myPerspectives Plus:</b> Common Core Companion, 191</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>

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2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
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; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<p><b>SE/TE:</b> from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; "Ain't I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, Unit 4: 451, 454;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 197, 199, 200, 201</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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<p>b. 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.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 38; from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain’t I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, 322, Unit 4: 452, 453, 454; <b>myPerspectives Plus:</b> Common Core Companion, 198, 200, 201</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
<p>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.</p>	<p><b>SE/TE:</b> "The Love Song of J. Alfred Prufrock," 247; Declaration of Sentiments / "Giving Women the Vote," 350; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455; <b>MyPerspectives Plus:</b> Common Core Companion, 199, 201</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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<p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456; <b>myPerspectives Plus:</b> Common Core Companion, 201, 202</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; "The Leap," 806</p>
<p>e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	<p><b>SE/TE:</b> from <i>What to the Slave Is the Fourth of July?</i>, 298; Perspectives on Lincoln, 316; Whole-Class Performance Task, Unit 3: 318; Unit 4: 456; "Everyday Use," 777; <b>myPerspectives Plus:</b> Common Core Companion, 203</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>SE/TE:</b> The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "Ain't I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 322, 324, Unit 4: 454; <b>myPerspectives Plus:</b> Common Core Companion, 199, 202</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
a. 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 an appropriate progression of experiences or events.	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 193, 194, Unit 6: 809, 809, 810; <b>myPerspectives Plus:</b> Common Core Companion, 209, 210, 211, 213</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
b. 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> from “Nature” / from “Self- Reliance,” 213; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 197, Unit 6: 811, 814; <b>myPerspectives Plus:</b> Common Core Companion, 212</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
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 tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).	<p><b>SE/TE:</b> “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810; <b>myPerspectives Plus:</b> Common Core Companion, 213</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>



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<p>d. Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 195, 197, 198, Unit 6: 813; <b>myPerspectives Plus:</b> Common Core Companion, 214</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, 197, Unit 6: 810, 814; <b>myPerspectives Plus:</b> Common Core Companion, 214</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>Production and Distribution of Writing</p>	
<p>4. 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 standards 1–3 above.)</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Preamble to the Constitution / Bill of Rights, 38; Speech in the Convention, 50; The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; “A White Heron,” 448; <i>The Crucible</i>, 684; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole Class Performance Task, Unit 1: 60-67, Unit 2: 192-199, Unit 3: 318-325, Unit 4: 450-457, Unit 5: 692-699, Unit 6: 808-815; <b>myPerspectives Plus:</b> Common Core Companion, 219, 220; Interactive Writing Lesson: The Writing Process</p>

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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.	
a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 11–12).	<p><b>SE/TE:</b> Speech in the Convention, 49; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; from “Nature” / from “Self-Reliance,” 212; from <i>What to the Slave Is the Fourth of July?</i>, 297; Second Inaugural Address, 306; “Ain’t I a Woman?,” 336; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; “A White Heron,” 446; “A Literature of Place,” 471; <i>The Crucible</i>, 599; “Everything Stuck to Him,” 790; Grammar Handbook, R66-R68; <b>myPerspectives Plus:</b> Interactive Grammar Practice Lessons (Punctuation)</p>
b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 65; Unit 2: 195, 197, 198; Unit 3: 324; Unit 4: 454, 456; Unit 5: 698; Unit 6: 813; The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; <b>myPerspectives Plus:</b> Common Core Companion, 190, 201, 202, 214</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, Act 684; Performance-Based Assessment, Unit 1: 133-135, Unit 2: 269-271, Unit 3: 387-389, Unit 4: 539-541, Unit 6: 865-867; Unit 5: 745-747; “The Leap,” 806</p>
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 62, 67, Unit 2: 199, Unit 4: 452; Small-Group Performance Task, Unit 2: 262; Small-Group Performance Task, Unit 5: 738;  <b>myPerspectives Plus:</b> Common Core Companion, 233, 234; Interactive Research Lesson: Sources and Evidence</p>

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Research to Build and Present Knowledge	
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><b>SE/TE:</b> Gettysburg Address, 125; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 293; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695; <b>myPerspectives Plus:</b> Common Core Companion, 240, 241, 244; Interactive Research Lessons: Research Writing, Sources and Evidence</p>
8. When conducting research, 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><b>SE/TE:</b> Gettysburg Address, 125; from <i>Walden /</i> from “Civil Disobedience,” 229; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; “Perspectives on Lincoln,” 317; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695; <b>myPerspectives Plus:</b> Common Core Companion, 247-260; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>

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<p>9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.</p>	<p><b>SE/TE:</b> from <i>America's Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; Declaration of Sentiments / "Giving Women the Vote," 350-351; Brown v. Board of Education: Opinion of the Court / "Was 'Brown v. Board' a Failure?", 378-379; from <i>Life on the Mississippi / "The Notorious Jumping Frog of Calaveras County,"</i> 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; <i>The Crucible</i>, 684; <i>The Crucible / The Crucible</i> (audio), 690-691; from <i>Farewell to Manzanar / "Interview with George Takei,"</i> 720-721; <b>myPerspectives Plus:</b> Common Core Companion, 261-264, 265-268</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>
<p>Range of Writing</p>	
<p>10. 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>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 60-67, Unit 2: 192-199, Unit 3: 318-325, Unit 4: 450-457, Unit 5: 692-699, Unit 6: 808-815; Performance-Based Assessment, Unit 1: 133-135, Unit 2: 269-271, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747, Unit 6: 865-867; <b>myPerspectives Plus:</b> Common Core Companion, 269-276</p>

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<b>Grades 11–12 Speaking and Listening Standards [SL]</b>	
Comprehension and Collaboration	
1. 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.	
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. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	<p><b>SE/TE:</b> Declaration of Independence, 24, 29; Letter to John Adams / from <i>Dear Abigail</i>, 104, 105, 108, 110, 111, 112; from <i>Walden</i> / “Civil Disobedience,” 227; from <i>Walden</i> / from “Civil Disobedience,” 229; “A Wagner Matinée,” 249; “The Story of an Hour,” 359; from <i>Life on the Mississippi</i>, 414; “The Notorious Jumping Frog of Calaveras County,” 426-427; “A White Heron,” 444-445, 448; <i>The Crucible</i>, 565, 581, 616, 620 627; from <i>Farewell to Manzanar</i>, 715; “Everyday Use,” 774, 778; “Everything Stuck to Him,” 788; “The Jilting of Granny Weatherall,” 847, 851; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 90-91, 97, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b></p> <p><b>SE/TE:</b> Speech in the Convention, 46; from <i>The American Revolution: Visual Propaganda</i>, 53-56; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869; from <i>What to the Slave Is the Fourth of July?</i>, 294</p>

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<p>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><b>SE/TE:</b> Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532; <b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778</p> <p><i>In addition, students apply this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>
<p>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 perspectives.</p>	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778; <b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p><i>In addition, students apply this standard in Launch Activity features, which appear in the Unit Introduction and in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>

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<p>d. 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.</p>	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778;  <b>myPerspectives Plus:</b> Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p>
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., 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.</p>	<p><b>SE/TE:</b> “The American Revolution: Visual Propaganda,” 59; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508–509; <b>myPerspectives Plus:</b> Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p><b>SE/TE:</b> Speech in the Convention, 51; Gettysburg Address, 124; from <i>Emily Dickinson</i>, 189; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; from <i>What to the Slave Is the Fourth of July?</i>, 299; Second Inaugural Address, 309; “Giving Women the Vote,” 349; “Interview with George Takei,” 719; Small-Group Performance Task, Unit 2: 262-263; Unit 5: 738-739; <b>myPerspectives Plus:</b> Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations</p>

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Presentation of Knowledge and Ideas	
<p>4. 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, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 36, 39; <i>The United States Constitution: A Graphic Adaptation</i>, 82; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Letter to John Adams / from <i>Dear Abigail</i>, 117; Gettysburg Address, 118; The Poetry of Emily Dickinson, 182; “Innovators and Their Inventions,” 230; “Innovators and Their Inventions,” 235; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; “The Notorious Jumping Frog of Calaveras County,” 428; “A Literature of Place,” 462; “American Regional Art,” 472, 477; from <i>Dust Tracks on a Road</i>, 488; “Chicago” / “Wilderness,” 492; “Sandburg’s Chicago,” 502, 507; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510, 518; from <i>The Way to Rainy Mountain</i>, 520, 529; <i>The Crucible</i>, 597, 625, 657, 684; from <i>Farewell to Manzanar</i>, 704; “Interview with George Takei,” 716, 719; “Antojos,” 722; “The Leap,” 806; “An Occurrence at Owl Creek Bridge,” 839; “The Jilting of Granny Weatherall,” 855; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 2: 272, Unit 3: 390, Unit 4: 542, Unit 5: 748, Unit 6: 868; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869; <b>myPerspectives Plus:</b> Common Core Companion, 297, 298, 301, 336, 337; Interactive Speaking and Listening Lessons: Giving a Presentation; Academic Vocabulary and Word Study: Interactive Vocabulary Lessons</p>



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5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SE/TE:</b> Speech in the Convention, 51; “The American Revolution: Visual Propaganda,” 59; “The Love Song of J. Alfred Prufrock,” 247; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509; Small-Group Performance Task, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 3: 390, Unit 6: 868; <b>myPerspectives Plus:</b> Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language Standards 1 and 3 for specific expectations.)	<b>SE/TE:</b> The Writing of Walt Whitman, 169; The Poetry of Emily Dickinson, 185; from <i>Dust Tracks on a Road</i> , 491; “Everything Stuck to Him,” 793; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; Small-Group Performance Task, Unit 3: 380-381; Performance-Based Assessment, Unit 2: 272; <b>myPerspectives Plus:</b> Common Core Companion, 306, 307, 310; Interactive Speaking and Listening Lessons: Giving a Presentation
<b>Grades 11–12 Language [L]</b>	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 11–12 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
Word Usage	
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<b>SE/TE:</b> Declaration of Independence, 27; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 100; “Ain’t I a Woman?,” 336; <i>The Crucible</i> , 599; “Everyday Use,” 777; “A Brief History of the Short Story,” 826; “An Occurrence at Owl Creek Bridge,” 841; <b>myPerspectives Plus:</b> Common Core Companion, 314, 315

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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.	<b>SE/TE:</b> Declaration of Independence, 27; “Everyday Use,” 777; <b>myPerspectives Plus:</b> Common Core Companion, 316, 317
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Observe hyphenation conventions.	<b>SE/TE:</b> “The Love Song of J. Alfred Prufrock,” 246; “A Literature of Place,” 471; Grammar Handbook, R67; <b>myPerspectives Plus:</b> Common Core Companion, 318, 319; Interactive Grammar Practice Lessons (Punctuation: Hyphenation)
b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	<b>SE/TE:</b> from <i>America’s Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i> , 91; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i> , 191; “In the Longhouse, Oneida Museum” / “Cloudy Day” / from <i>The Way to Rainy Mountain</i> , 531; <i>The Crucible</i> / <i>The Crucible</i> (audio), 691; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 721; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; Grammar Handbook, R66-R68; <b>myPerspectives Plus:</b> Common Core Companion, 320, 321  <u>Additional Resources</u> <i>SE/TE: Grammar Handbook: Spelling, R67-R68</i>
Knowledge of Language	
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.	
a. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	<b>SE/TE:</b> Declaration of Independence, 27; Speech in the Convention, 49; from “Nature” / from “Self-Reliance,” 212; “Everyday Use,” 776; “An Occurrence at Owl Creek Bridge,” 841; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455; <b>myPerspectives Plus:</b> Common Core Companion, 322, 323

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b. Revise and edit to make work more concise and cohesive.	<b>SE/TE:</b> Unit Introduction: Unit 1: 8, Unit 2: 144, Unit 3: 180, Unit 4: 398, Unit 5: 550, Unit 6: 756; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 101; “A Wagner Matinée,” 261, Declaration of Sentiments / “Giving Women the Vote,” 351; Whole-Class Performance Task, Unit 4: 450; “A Brief History of the Short Story,” 826; <b>TE Only:</b> Personalize for Learning: Strategic Support, Five Senses, 468; Author’s Perspective, Collocation, 776
Vocabulary Acquisition and Use	
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.	
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.	<b>SE/TE:</b> from <i>America’s Constitution: A Biography</i> , 72; Letter to John Adams / from <i>Dear Abigail</i> , 102; from “Nature” / from “Self-Reliance,” 204; “The Love Song of J. Alfred Prufrock,” 236; “Ain’t I a Woman?,” 330; Declaration of Sentiments, 338; “Was ‘Brown v. Board’ a Failure?,” 370; “A Literature of Place,” 462; “Chicago” / “Wilderness,” 492; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510; from <i>The Way to Rainy Mountain</i> , 520; “Antojos,” 722; “A Brief History of the Short Story,” 820; “An Occurrence at Owl Creek Bridge,” 828; <b>myPerspectives Plus:</b> Common Core Companion, 324, 325

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b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	<b>SE/TE:</b> Declaration of Independence, 26; Letter to John Adams / from <i>Dear Abigail</i> , 114; The Writing of Walt Whitman, 166; The Poetry of Emily Dickinson, 182; from <i>Walden</i> / from “Civil Disobedience,” 214, 226; “The Love Song of J. Alfred Prufrock,” 244; “A Wagner Matinée,” 248; “The Story of an Hour,” 352; Brown v. Board of Education: Opinion of the Court, 360; from <i>Life on the Mississippi</i> , 416; “A Literature of Place,” 469; from <i>Dust Tracks on a Road</i> , 480; “Chicago” / “Wilderness,” 499; from <i>The Way to Rainy Mountain</i> , 527; from <i>Farewell to Manzanar</i> , 704, 713; “The Leap,” 804; “A Brief History of the Short Story,” 824; “An Occurrence at Owl Creek Bridge,” 839; “The Jilting of Granny Weatherall,” 842, 853; <b>myPerspectives Plus:</b> Common Core Companion, 326, 327
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.	<b>SE/TE:</b> Declaration of Independence, 26; Preamble to the Constitution / Bill of Rights, 36; Speech in the Convention, 48; from <i>America’s Constitution: A Biography</i> , 79; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 98; The Poetry of Emily Dickinson, 182; from “Nature” / from “Self-Reliance,” 210; “A Wagner Matinée,” 258; from <i>What to the Slave Is the Fourth of July?</i> , 296; Declaration of Sentiments, 343; “Was ‘Brown v. Board’ a Failure?,” 375; “A White Heron,” 446; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 517; <i>The Crucible</i> , 625, 680; “Antojos,” 734; Whole-Class Performance Task, Unit 6: 813; <b>myPerspectives Plus:</b> Common Core Companion, 328, 329
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).	<b>SE/TE:</b> Gettysburg Address, 118; The Writing of Walt Whitman, 166; “Ain’t I a Woman?,” 330; Declaration of Sentiments, 338; from <i>Life on the Mississippi</i> , 416; “A White Heron,” 446; from <i>Farewell to Manzanar</i> , 713; <b>myPerspectives Plus:</b> Common Core Companion, 330, 331

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>SE/TE:</b> The Poetry of Emily Dickinson, 182; "The Notorious Jumping Frog of Calaveras County," 428; from <i>Dust Tracks on a Road</i> , 488; "In the Longhouse, Oneida Museum" / "Cloudy Day," 518; from <i>The Way to Rainy Mountain</i> , 529; <i>The Crucible</i> , 597, 657; "The Jilting of Granny Weatherall," 855
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	<b>SE/TE:</b> "A Wagner Matinée," 260; "The Story of an Hour," 353; "The Notorious Jumping Frog of Calaveras County," 426; from <i>Dust Tracks on a Road</i> , 490; "Chicago" / "Wilderness," 500; <i>The Crucible</i> , 637; The Leap, 796; <b>myPerspectives Plus:</b> Common Core Companion, 332, 333
b. Analyze nuances in the meaning of words with similar denotations.	<b>SE/TE:</b> Gettysburg Address, 122; Second Inaugural Address, 306; "The Story of an Hour," 356; "The Notorious Jumping Frog of Calaveras County," 428; <i>The Crucible</i> , 657; <b>myPerspectives Plus:</b> Common Core Companion, 334, 335

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<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 11–12 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>SE/TE:</b> Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; Preamble to the Constitution / Bill of Rights, 39; <i>The United States Constitution: A Graphic Adaptation</i>, 82; Letter to John Adams / from <i>Dear Abigail</i>, 117; Gettysburg Address, 122, 123; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 2: 272, Unit 3: 390, Unit 4: 542, Unit 5: 748, Unit 6: 868; “Innovators and Their Inventions,” 230, 235; “A Wagner Matinée,” 259, 260; Second Inaugural Address, 306; “Ain’t I a Woman,” 336; Brown v. Board of Education: Opinion of the Court, 367; from <i>Life on the Mississippi</i>, 408, 410, 417; “American Regional Art,” 472, 477; from <i>Dust Tracks on a Road</i>, 484, 486, 490; “Sandburg’s Chicago,” 502, 507; from <i>The Way to Rainy Mountain</i>, 523, 529; <i>The Crucible</i>, 621, 625, 668, 682, 684 ; “Interview with George Takei,” 716, 719; “The Leap,” 806; <b>myPerspectives Plus:</b> Common Core Companion, 41-42, 48, 123-124, 130, 297, 298, 301, 336, 337; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

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<p><b>Continued</b> 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 11–12 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 11–12 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>Continued</b> <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869; The Writing of Walt Whitman, 165, 167; The Poetry of Emily Dickinson, 174, 175, 181; “A Wagner Matinee,” 260; “The Notorious Jumping Frog of Calaveras County,” 428-429; “Chicago” / “Wilderness,” 500; “The Leap,” 796, 804; The Jilting of Granny Weatherall,” 855</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p>