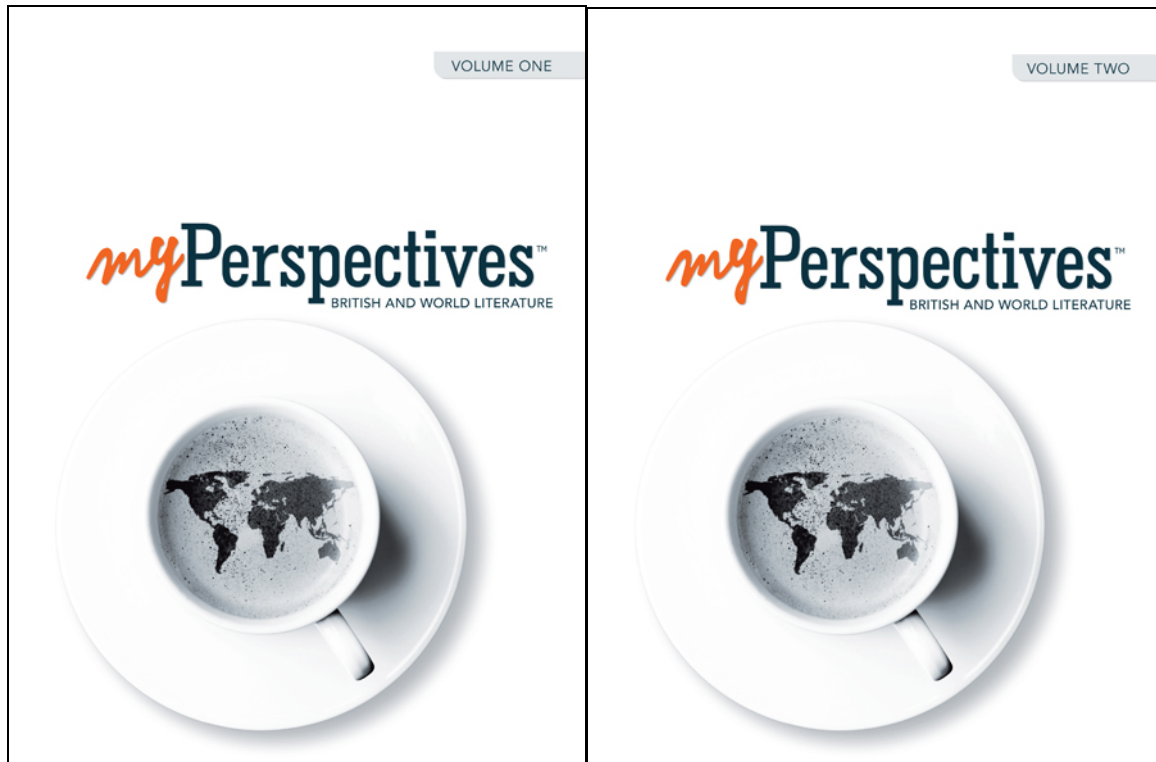


A Correlation of



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To the
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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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Grades 11–12 Reading Standards	
Grades 11–12 Reading Standards for Literature [RL]	
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>SE/TE: “The Story of the Mud,” 86; The Prologue from <i>The Canterbury Tales</i>, 148, 154; <i>The Tragedy of Macbeth</i>, 273, 293, 331; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 501; “Araby,” 513; “Ode to a Nightingale” / “Ode to the West Wind,” 581; myPerspectives Plus: Common Core Companion, 2-3, 9</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with literature selections throughout the program.</i></p> <p><u>Additional Coverage</u> SE/TE: from <i>Beowulf</i>, 33; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 432; from <i>Gulliver’s Travels</i>, 441, 446; “The Second Coming,” 498</p>
<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>	<p>SE/TE: [Theme] “The Song of the Mud” / “Dulce et Decorum Est,” 92; Sonnets, 381; “To His Coy Mistress,” 478; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 486, 488-489; “The Seafarer” / “Dover Beach” / “Escape From the Old Country,” 755; [Summary] from <i>Beowulf</i>, 43; The Prologue from <i>The Canterbury Tales</i>, 153; <i>The Tragedy of Macbeth</i>, 276, 292, 310, 330, 347; from <i>Gulliver’s Travels</i>, 445; from the <i>Divine Comedy: Inferno</i>, 499; “Araby,” 511</p> <p><u>Additional Coverage</u> SE/TE: “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 565; “Ode to a Nightingale” / “Ode to the West Wind,” 579, 581; myPerspectives Plus: Common Core Companion, 15-16, 22</p>

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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>SE/TE: from <i>Beowulf</i>: 45; “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; “The Song of the Mud” / “Dulce et Decorum Est,” 92; The Prologue from <i>The Canterbury Tales</i>, 155; <i>The Tragedy of Macbeth</i>, 312, 333, 349; Sonnets, 381, 382; “Araby,” 513, 514; from <i>Mrs. Dalloway</i>, 621; “The Seafarer” / “Dover Beach” / “Escape From the Old Country,” 756;</p> <p>myPerspectives Plus: Common Core Companion, 28-29, 35</p>
Craft and Structure	
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).	<p>SE/TE: “The Song of the Mud” / “Dulce et Decorum Est,” 91, 92; Sonnets, 382; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 487; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 502; “Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 566; “Apostrophe to the Ocean” / “The World Is Too Much With Us” / “London, 1802,” 633, 634; “The Madeleine,” 643, 644; “The Widow at Windsor” / “From Lucy: Englan’ Lady,” 766</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “To Lucasta, on Going to the Wars” / “The Charge of the Light Brigade,” 82; The Prologue from <i>The Canterbury Tales: The Remix</i>: 161; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 433; from the <i>Divine Comedy: Inferno</i> / “The Second Coming,” 502; “Araby,” 514; “The Explosion” / “Old Love,” 523, 524;</p> <p>myPerspectives Plus: Common Core Companion, 41-42, 48</p>

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<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>SE/TE: from <i>Beowulf</i>, 45; The Prologue from <i>The Canterbury Tales</i>, 157; <i>The Tragedy of Macbeth</i>, 278, 294, 312; “Araby,” 513; from <i>Frankenstein</i>, 599; from <i>Mrs. Dalloway</i>, 621; “The Widow at Windsor” / “From Lucy: Englan’ Lady,” 765</p> <p><u>Additional Coverage</u> SE/TE: Sonnets, 381; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 435; “To the Virgins, to Make Much of Time” / “Youth’s the Season Made for Joys,” 486; Lines Composed a Few Miles Above Tintern Abbey” / from <i>The Prelude</i>, 567; myPerspectives Plus: Common Core Companion, 54-55</p>
<p>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>	<p>SE/TE: “The Song of the Mud” / “Dulce et Decorum Est,” 92; The Prologue from <i>The Canterbury Tales</i>, 134, 137, 140, 155; from <i>Gulliver’s Travels</i>, 447, 458, 459;</p> <p>myPerspectives Plus: Common Core Companion, 61-62</p> <p><u>Additional Coverage</u> SE/TE: “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 214; <i>The Tragedy of Macbeth</i>, 298, 323; “A Valediction: Forbidding Mourning” / “Holy Sonnet 10,” 433</p>
<p>Integration of Knowledge and Ideas</p>	
<p>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.</p>	<p>SE/TE: “Shakespeare’s Sister,” 195, 197; from <i>Gulliver’s Travels</i>, 440, 447; “Araby,” 513, 514</p> <p>TE Only: Personalize for Learning: Strategic Support, Discerning the Author’s Meaning, 131, 134; Strategic Support, Determine the Author’s Meaning, 137</p>
<p>8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)</p>	<p>Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts.</p>

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<p>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.</p>	<p>myPerspectives, Grade 12, focuses on British and World Literature. A sampling of foundational works of British and World Literature appear below in chronological order. Texts that satisfy the standard for American Literature appear in myPerspectives, Grade 11.</p> <p>SE/TE: from <i>A History of the English Church and People</i>, 731; from <i>Beowulf</i>, 19; <i>The Tragedy of Macbeth</i>, 260; from <i>Gulliver's Travels</i>, 441; "A Valediction: Forbidding Mourning" / "Holy Sonnet 10," 437; "Lines Composed a Few Miles Above Tintern Abbey" / from <i>The Prelude</i>, 565; "Ode to a Nightingale" / "Ode to the West Wind," 568; "The Madeleine," from <i>Remembrance of Things Past</i>, 637; from <i>Mrs. Dalloway</i>, 617; "Araby," 515; myPerspectives Plus: Common Core Companion, 75-76</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>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.)</p>	<p>SE/TE: Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779</p>
<p>Grades 11–12 Reading Standards for Informational Text [RI]</p>	
<p>Key Ideas and Details</p>	
<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>SE/TE: "Shakespeare's Sister," 195; Passenger Manifest for the <i>MV Empire Windrush</i>, 222; "Back to My Own Country: An Essay," 700, 701, 703; "Shooting an Elephant," 713; from <i>A History of the English Church and People</i>, 736;</p> <p>myPerspectives Plus: 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>

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<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>SE/TE: [Central Idea] "On Seeing England for the First Time" / XXIII from <i>Midsummer</i>, 213; from "The Naked Babe and the Cloak of Manliness" / from <i>Macbeth</i>: 397; "Shooting an Elephant," 713; "Back to My Own Country: An Essay" / "Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>, 736; [Summary] Unit 1 Introduction, 7; Unit 2 Introduction, 118; Unit 3 Introduction, 242; Unit 4 Introduction, 418; Unit 5 Introduction, 544; Unit 6 Introduction, 682; "When Memories Never Fade, the Past Can Poison the Present": 660; from <i>A History of the English Church and People</i>: 734; myPerspectivesPlus: Common Core Companion, 103-104, 110</p> <p><u>Additional Coverage</u> SE/TE: [Central Idea] "Shakespeare's Sister," 195; from "The Naked Babe and the Cloak of Manliness" / <i>Macbeth</i>, 399; "The Most Forgetful Man in the World," 656; from "History of Jamaica," 740, 741</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>SE/TE: from "The Worms of the Earth Against the Lions," 188; "Shooting an Elephant," 712, 713; "Back to My Own Country: An Essay" / "Shooting an Elephant," 716-717; myPerspectives Plus: Common Core Companion, 116-117</p> <p><u>Additional Coverage</u> SE/TE: from <i>The Worms of the Earth Against the Lions</i>, 187; "Shakespeare's Sister," 195; "On Seeing England for the First Time" / XXIII from <i>Midsummer</i>, 213</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).</p>	<p>SE/TE: from “The Worms of the Earth Against the Lions,” 178; “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 214; “The Most Forgetful Man in the World,” 656; “Back to My Own Country: An Essay,” 703; “Shooting an Elephant,” 714; myPerspectives Plus: Common Core Companion, 123-124, 130</p> <p><u>Additional Coverage</u> SE/TE: “How Did Harry Patch Become an Unlikely WWI Hero?,” 96</p>
<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>SE/TE: from “The Worms of the Earth Against the Lions,” 188; “Back to My Own Country: An Essay”/“Shooting an Elephant,” 716; from <i>A History of the English Church and People</i>, 736; myPerspectives Plus: Common Core Companion, 136-137</p> <p><u>Additional Coverage</u> SE/TE: “Shakespeare’s Sister,” 195; Whole-Class Performance Task: Unit 1: 62</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>SE/TE: “On Seeing England for the First Time” / XXIII from <i>Midsummer</i>, 213, 214; “The Most Forgetful Man in the World,” 656; “Back to My Own Country: An Essay,” 701, 703; “Shooting an Elephant,” 714; myPerspectives Plus: Common Core Companion, 143-144, 150</p>
Integration of Knowledge and Ideas	
<p>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.</p>	<p>SE/TE: Passenger Manifest for the <i>MV Empire Windrush</i>, 222; from <i>A History of the English Church and People</i> / from <i>History of Jamaica</i>, 742-743; myPerspectives Plus: Common Core Companion, 156-157</p> <p><u>Additional Coverage</u> SE/TE: from <i>Gulliver’s Travels Among the Lilliputians and the Giants/Cover Art</i>, 456; “The Most Forgetful Man in the World” / “When Memories Never Fade, the Past Can Poison the Present,” 663</p>

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<p>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).</p>	<p>SE/TE: from <i>Brown v. Board of Education of Topeka</i>, R6-7; myPerspectives Plus: Common Core Companion, 163-164</p> <p><i>myPerspectives, Grade 12, is focused on British and World Literature and writings. Texts that satisfy this standard appear in myPerspectives, Grade 11.</i></p>
<p>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.</p>	<p>SE/TE: from <i>Brown v. Board of Education of Topeka</i>, R6-7; myPerspectives Plus: Common Core Companion, 170-171</p> <p><i>myPerspectives, Grade 12, is focused on British and World Literature and writings. Texts that satisfy this standard appear in myPerspectives, Grade 11.</i></p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>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.</p>	<p>SE/TE: Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779</p>

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Grades 11–12 Writing Standards [W]	
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.	<p>SE/TE: from <i>Beowulf</i> / from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; "Shakespeare's Sister," 197; from <i>Gulliver's Travels</i> / from <i>Gulliver's Travels</i> (film)/<i>Gulliver's Travels Cover Art</i>, 458-459; "To His Coy Mistress" / "To the Virgins, to Make Much of Time" / "Youth's the Season Made for Joys," 488-489; Whole-Class Performance Task: Unit 1: 63, 64; Unit 3: 361, 362</p> <p><u>Additional Coverage</u> SE/TE: "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 187, 188, 189, 190</p>
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.	<p>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i> / "The Prologue from The Canterbury Tales, The Remix," 164-165; from <i>Gulliver's Travels</i>/from <i>Gulliver's Travels</i> (film)/<i>Gulliver's Travels Cover Art</i>, 458-459; Whole-Class Performance Task: Unit 1: 63; Unit 3: 361, 362</p> <p><u>Additional Coverage</u> SE/TE: "Shakespeare's Sister," 197; "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 188, 189, 190</p>

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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>SE/TE: from <i>Beowulf</i>/from <i>Beowulf (graphic novel)</i>, 60–61; The Prologue from <i>The Canterbury Tales</i>, 158; Small-Group Performance Task: Unit 1, 100; Whole-Class Performance Task: Unit 1: 65, 68; Unit 3: 364, 365</p> <p><u>Additional Coverage</u> SE/TE: "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 191, 194</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>SE/TE: Whole-Class Performance Task: Unit 1: 64; Unit 3: 363; myPerspectives Plus: Common Core Companion, 191</p> <p><u>Additional Coverage</u> SE/TE: from "The Worms of the Earth Against the Lions," 187; Unit Introduction: 418, 544; Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; "Shooting an Elephant," 715</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf (graphic novel)</i>, 61; The Prologue from <i>The Canterbury Tales</i>, 158; The Prologue from <i>The Canterbury Tales</i>/"The Prologue from The Canterbury Tales: The Remix," 164-165; "Shakespeare's Sister," 197; Whole-Class Performance Task: Unit 1, 64; Unit 3, 362</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 1: 107-109; Unit 3: 407-409; myPerspectives Plus: Common Core Companion, 192</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>SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; Whole-Class Performance Task: Unit 2: 167-169; Unit 6: 722</p> <p><u>Additional Coverage</u> SE/TE: "Araby," 515; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 198, 199, 200, 201</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>SE/TE: <i>The Tragedy of Macbeth</i>, 358-359; "Lines Composed a Few Miles Above Tintern Abbey"/"from <i>The Prelude</i>" "Ode to a Nightingale"/"Ode to the West Wind," 582-583; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2: 168, 170, 172; Unit 6: 719, 720, 721, 722</p> <p><u>Additional Coverage</u> SE/TE: "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade"/"The Song of the Mud"/"Dulce et Decorum Est," 94-95; "Araby," 515; Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 198, 199, 200, 201</p>

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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>SE/TE: from <i>Beowulf</i>, 48; <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; Whole-Class Performance Task: Unit 2: 170; Unit 6: 723, 724</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2: 231-233; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 202</p>
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	<p>SE/TE: Whole-Class Performance Task: Unit 2, 170; Unit 6, 724; myPerspectives Plus: Common Core Companion, 203</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777</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>SE/TE: "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Whole-Class Performance Task: Unit 2, 171; Unit 6: 724; myPerspectives Plus: Common Core Companion, 203, 204</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777</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>SE/TE: <i>The Tragedy of Macbeth</i>, 358-359; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; Whole-Class Performance Task: Unit 2, 172; Unit 6, 722</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 2, 231-233; Unit 6, 775-777; myPerspectives Plus: Common Core Companion, 203</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>SE/TE: from <i>Gulliver's Travels</i>: 450; from <i>Frankenstein</i>, 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 461, 462; Unit 5: 605, 606, 610; myPerspectives Plus: Common Core Companion, 210, 211, 212, 213</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p>
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>SE/TE: "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Frankenstein</i>, 602; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 462, 464, 465, 466; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 213, 214</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</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>SE/TE: Whole-Class Performance Task: Unit 4: 462, 464, 465; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 213, 214</p> <p><u>Additional Coverage</u> SE/TE: from <i>Frankenstein</i>, 602; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</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>SE/TE: from <i>Gulliver's Travels</i>, 450; "The Madeleine," 645; Whole-Class Performance Task: Unit 4: 465, 466; Unit 5: 605, 608, 609, 610; myPerspectives Plus: Common Core Companion, 215</p> <p><u>Additional Coverage</u> "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</p>

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<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>SE/TE: "A Valediction: Forbidding Mourning"/"Sonnet 10," 436; from <i>Frankenstein</i>, 602; Whole-Class Performance Task: Unit 4: 462, 466; Unit 5: 606, 610; myPerspectives Plus: Common Core Companion, 215</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673</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>SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (graphic novel), 60-61; "Shakespeare's Sister," 197; <i>The Tragedy of Macbeth</i>, 358-359; from <i>Gulliver's Travels</i>, 450; "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; Whole-Class Performance Task: Unit 1: 62-69; Unit 2: 166-173; Unit 3: 360-367; Unit 4: 460-467; Unit 5: 604-611; Unit 6: 718-725; myPerspectives Plus: Common Core Companion, 220, 221; 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>SE/TE: Whole-Class Performance Task, Unit 1: 69; Unit 2: 171, 173; Unit 3: 363, 367; Unit 4: 463, 467; Unit 5: 607, 611; Unit 6: 725; "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade," 83; "The Song of the Mud"/"Dulce et Decorum Est," 93; "Shakespeare's Sister," 196; <i>The Tragedy of Macbeth</i>, 333, 351; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i>, 398; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver's Travels</i>, 449; "To His Coy Mistress," 479; "To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 487; "Araby," 514; from <i>Frankenstein</i>, 601; from <i>Mrs. Dalloway</i>, 622; "The Most Forgetful Man in the World," 657; "Back to My Own Country: An Essay," 702; "Shooting an Elephant," 714; from <i>A History of the English Church and People</i>, 737; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 756; "The Widow at Windsor"/"From Lucy: Englan' Lady," 766; Grammar Handbook, R60-R66, R67-R69; myPerspectives Plus: Interactive Grammar Practice Lessons</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>SE/TE: from <i>Beowulf</i> / from <i>Beowulf</i> (graphic novel), 60-61; Whole-Class Performance Task: Unit 2, 170; Unit 3: 363; Unit 4: 465, 466; Unit 5: 605, 608, 609, 610; Unit 6, 724; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 436; from <i>Gulliver's Travels</i>, 450; Performance-Based Assessment: Unit 4: 533-535, Unit 5: 671-673; "The Madeleine," 645; "The Most Forgetful Man in the World"/"When Memories Never Fade, the Past Can Poison the Present," 662-663; myPerspectives Plus: Common Core Companion, 203, 215</p>

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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.	SE/TE: from <i>the Divine Comedy: Inferno</i> /"The Second Coming," 503; Whole-Class Performance Task: Unit 2: 168-169; Unit 6: 719; Small-Group Performance Task, Unit 1: 100-101; myPerspectives Plus: Common Core Companion, 234, 235; Interactive Research Lesson: Sources and Evidence
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.	SE/TE: from <i>Beowulf</i> , 49; "How Did Harry Patch Become an Unlikely WWI Hero?," 99; Passenger Manifest for the MV <i>Empire Windrush</i> , 223; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 635; Whole-Class Performance Task: Unit 2: 167, 168-169; Unit 6: 719; myPerspectives Plus: Common Core Companion, 241, 242, 245; Interactive Research Lessons: Research Writing, Sources and Evidence
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.	SE/TE: from <i>Beowulf</i> , 49; "How Did Harry Patch Become an Unlikely WWI Hero?," 99; Passenger Manifest for the MV <i>Empire Windrush</i> , 223; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 635; Whole-Class Performance Task: Unit 2: 167, 168-169; Unit 6: 719; Tool Kit: Research, R26-R35; myPerspectives Plus: Common Core Companion, 248-261; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence

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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>SE/TE: from <i>Beowulf</i>/ from <i>Beowulf</i> (graphic novel), 60-61; The Prologue from <i>The Canterbury Tales</i>/"The Prologue from The Canterbury Tales: The Remix," 164-165; from "The Worms of the Earth Against the Lions," 187; <i>The Tragedy of Macbeth</i>, 358-359; from <i>Gulliver's Travels</i>/from <i>Gulliver's Travels (film)</i>/<i>Gulliver's Travels</i> Cover Art: 458-459; "To His Coy Mistress"/"To the Virgins, to Make Much of Time"/"Youth's the Season Made for Joys," 488-489; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i>/"Ode to a Nightingale"/"Ode to the West Wind," 582-583; "Back to My Own Country: An Essay"/"Shooting an Elephant," 716-717; from <i>A History of the English Church and People</i>/from "History of Jamaica," 742-743; Whole-Class Performance Task: Unit 2: 166–173; Performance-Based Assessment: Unit 1: 107-109; Unit 2: 231-233; Unit 3: 407-409; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 262, 263, 266, 267</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>SE/TE: Whole-Class Performance Task: Unit 1: 62-69; Unit: 2: 166-173; Unit 3: 360-367; Unit 4: 460-467; Unit 5: 604-611; Unit 6: 718-725; Performance-Based Assessment: Unit 1: 107-109; Unit 2: 231-233; Unit 3: 407-409; Unit 4: 533-535; Unit 5: 671-673; Unit 6: 775-777; myPerspectives Plus: Common Core Companion, 270-276</p>

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Grades 11–12 Speaking and Listening Standards [SL]	
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.	<p>SE/TE: from "The Worms of the Earth Against the Lions," 189; <i>The Tragedy of Macbeth</i>, 353; "The Explosion"/"Old Love," 525; from <i>Mrs. Dalloway</i>, 623; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 3: 400-401; myPerspectives Plus: Common Core Companion, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation</p> <p><i>Additional Coverage</i> SE/TE: Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779</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>SE/TE: from "The Worms of the Earth Against the Lions," 189; "The Explosion"/"Old Love," 525; from <i>Mrs. Dalloway</i>, 623; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><i>In addition, students address this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>

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<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>SE/TE: from “The Naked Babe and the Cloak of Manliness”/from <i>Macbeth</i>: 399; “The Explosion”/“Old Love,” 525; Small-Group Performance Task, Unit 3: 400-401; Unit 4: 526-527; Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><i>In addition, students address 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>
<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>SE/TE: from “The Naked Babe and the Cloak of Manliness”/ from <i>Macbeth</i>, 399; Small-Group Performance Task, Unit 1: 100-101; Unit 3, 400-401; Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><i>In addition, students address this standard in Launch Activity features, which appear in the Unit Introduction, in Working as a Team features, which appear in the Small Group Learning Overview lessons, and Group Discussion Tips, which appear throughout the program.</i></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>SE/TE: from <i>Beowulf</i>: 48; from <i>Frankenstein</i>: 603; MyPerspectives Plus: Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

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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.	SE/TE: from "The Worms of the Earth Against the Lions," 189; <i>The Tragedy of Macbeth</i> , 313; <i>The Tragedy of Macbeth</i> , 353; Small-Group Performance Task: Unit 3: 400-401; myPerspectives Plus: Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations
Presentation of Knowledge and Ideas	
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.	SE/TE: The Prologue from <i>The Canterbury Tales</i> , 159; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i> , 215; from <i>Gulliver's Travels</i> , 451; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; Unit 6: 768-769; Performance-Based Assessment, Unit 1: 110; Unit 2: 234; Unit 3: 410; Unit 4: 536; Unit 5: 674; Unit 6: 778; Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779; myPerspectives Plus: Common Core Companion, 297, 298, 301; Interactive Speaking and Listening Lessons: Giving a Presentation
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.	SE/TE: from <i>Beowulf</i> , 48; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i> , 215; from the <i>Divine Comedy: Inferno</i> /"The Second Coming," 503; "The Explosion"/"Old Love," 525; from <i>Frankenstein</i> , 603; Small-Group Performance Task, Unit 1: 100-101; Unit 6: 768-769; Performance-Based Assessment, Unit 2: 234; Unit 5: 674; Unit 6: 778; myPerspectives Plus: Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation

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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.)	SE/TE: <i>The Tragedy of Macbeth</i> , 279, 313, 353; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 437; Small-Group Performance Task, Unit 6: 768-769; myPerspectives Plus: Common Core Companion, 306, 307, 310; Interactive Speaking and Listening Lessons: Giving a Presentation
Grades 11–12 Language [L]	
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.	SE/TE: "Shakespeare's Sister," 196; "To His Coy Mistress," 477, 479; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 634; "Back to My Own Country: An Essay," 702; from <i>A History of the English Church and People</i> , 737; myPerspectives Plus: Common Core Companion, 314, 315
b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	SE/TE: "Shakespeare's Sister," 196; "To His Coy Mistress," 477, 479; "Back to My Own Country: An Essay," 702; from <i>A History of the English Church and People</i> , 737; myPerspectives Plus: Common Core Companion, 316, 317
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
a. Observe hyphenation conventions.	SE/TE: <i>The Tragedy of Macbeth</i> , 351; Whole-Class Performance Task, Unit 2: 171; Grammar Handbook, R68; myPerspectives Plus: Common Core Companion, 318, 319; Interactive Grammar Practice Lessons (Punctuation: Hyphenation)

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<p>b. Spell correctly, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).</p>	<p>SE/TE: from <i>Beowulf</i>/from <i>Beowulf</i> (graphic novel), 61; The Prologue from <i>The Canterbury Tales</i>/The Prologue From The Canterbury Tales: The Remix," 165; <i>The Tragedy of Macbeth</i>, Act II: 293; <i>The Tragedy of Macbeth</i> (Act V, Scene i): 359; Whole-Class Performance Task, Unit 1: 69; Unit 2: 171, 173; Unit 3: 367; Unit 4: 463, 467; Unit 5: 607, 611; Unit 6: 725; Grammar Handbook, R68-R69; myPerspectives Plus: Common Core Companion, 320, 321</p> <p><i>Additional Resources</i> <i>SE/TE: Grammar Handbook: Spelling, R67-R68</i></p>
<p>Knowledge of Language</p>	
<p>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.</p>	
<p>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.</p>	<p>SE/TE: from <i>Beowulf</i>, 47; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 435; from <i>Gulliver’s Travels</i>, 449; "To the Virgins, to Make Much of Time"/"Youth’s the Season Made for Joys," 487; "Araby," 514; Whole-Class Performance Task, Unit 4: 463; myPerspectives Plus: Common Core Companion, 322, 323</p>
<p>b. Revise and edit to make work more concise and cohesive.</p>	<p>SE/TE: Unit Introduction: Unit 1: 8, Unit 2: 118, Unit 3: 242, Unit 4: 418, Unit 5: 544, Unit 6: 682; "To Lucasta, on Going to the Wars"/"The Charge of the Light Brigade," 83; Whole-Class Performance Task, Unit 1: 109, Unit 5: 664, 665; from <i>Gulliver’s Travels</i> / from <i>Gulliver’s Travels (film)</i> / <i>Gulliver’s Travels Cover Art</i>, 458-459; from the <i>Divine Comedy: Inferno</i>/"The Second Coming," 503; Performance-Based Assessment: Unit 4: 534, Unit 6: 722; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757s</p>

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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.	SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 84; "Shakespeare’s Sister," 190; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i> , 384; "To His Coy Mistress," 472; "The Most Forgetful Man in the World," 646; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 744; myPerspectives Plus: Common Core Companion, 324, 325
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	SE/TE: from <i>Beowulf</i> , 46; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i> , 212; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i> , 396; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 434; "The Madeleine," 642; from <i>A History of the English Church and People</i> , 730; myPerspectives Plus: 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.	SE/TE: from <i>Beowulf</i> , 46; from "The Worms of the Earth Against the Lions," 186; <i>The Tragedy of Macbeth</i> , 277; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 434; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i> , 566; from <i>A History of the English Church and People</i> , 735; myPerspectives Plus: 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).	SE/TE: The Prologue from <i>The Canterbury Tales</i> , 156; from "The Worms of the Earth Against the Lions," 178; from "The Naked Babe and the Cloak of Manliness"/from <i>Macbeth</i> , 384; from <i>Gulliver’s Travels</i> , 448; "To His Coy Mistress," 477; from <i>Frankenstein</i> , 600; "The Madeleine," 642; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 754; myPerspectives Plus: Common Core Companion, 330, 331

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5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 91; "Shakespeare's Sister," 194; <i>The Tragedy of Macbeth</i> , 331; "Araby," 512; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i> , 566; from <i>Frankenstein</i> , 598; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 633; "The Widow at Windsor"/"From Lucy: Englan' Lady," 764
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	SE/TE: Sonnet 12, Sonnet 60, Sonnet 73/Sonnet 32/Sonnet 75, 382; "A Valediction: Forbidding Mourning"/"Holy Sonnet 10," 432; from the <i>Divine Comedy: Inferno</i> /"The Second Coming," 502; "Apostrophe to the Ocean"/"The World Is Too Much With Us"/"London, 1802," 633; myPerspectives Plus: Common Core Companion, 332, 333
b. Analyze nuances in the meaning of words with similar denotations.	SE/TE: "The Song of the Mud"/"Dulce et Decorum Est," 91; "Lines Composed a Few Miles Above Tintern Abbey"/from <i>The Prelude</i> , 566; myPerspectives Plus: 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><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. See also:</i></p> <p>SE/TE: Unit Goals (Academic Vocabulary): Unit 1: 4; Unit 2: 114; Unit 3: 238; Unit 4: 414; Unit 5: 540; Unit 6: 678; from <i>Beowulf</i> (graphic novel), 59; "To Lucasta, on Going to the Wars" / "The Charge of the Light Brigade," 82; "The Song of the Mud" / "Dulce et Decorum Est," 91, 92; "How Did Harry Patch Become an Unlikely WWI Hero?," 96; The Prologue From <i>The Canterbury Tales: The Remix</i>, 159, 161, 163; from "The Worms of the Earth Against the Lions," 178; "On Seeing England for the First Time" / XXIII from <i>Midsummer</i>, 214; "On Seeing England for the First Time"/XXIII from <i>Midsummer</i>, 215; Passenger Manifest for the MV <i>Empire Windrush</i>, 216; <i>The Tragedy of Macbeth</i>, 354, 357; Sonnets, 382; from <i>Gulliver's Travels Among the Lilliputians and the Giants/Cover Art</i>, 451, 457; "Lines Composed a Few Miles Above Tintern Abbey" / from <i>The Prelude</i>, 566; "Apostrophe to the Ocean" / "The World Is Too Much With Us" / "London, 1802," 633, 634; "The Madeleine," 643; "The Most Forgetful Man in the World," 656; "When Memories Never Fade, the Past Can Poison the Present," 658, 661; Back to My Own Country: An Essay," 703; "Shooting an Elephant," 714; from <i>History of Jamaica</i>, 738, 741; "The Seafarer"/"Dover Beach"/"Escape From the Old Country," 757; "The Widow at Windsor" / "From Lucy: Englan' Lady," 766; myPerspectives Plus: 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>Continued 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>Continued <u>Additional Coverage</u> SE/TE: "How Did Harry Patch Become an Unlikely WWI Hero?", 96; The Prologue from <i>The Canterbury Tales: The Remix</i>: "A Valediction: Forbidding Mourning" / "Holy Sonnet 10," 433; from the <i>Divine Comedy: Inferno</i> / "The Second Coming," 502; "Araby," 514; "The Explosion" / "Old Love," 523, 524; Small-Group Performance Task, Unit 1: 100-101; Unit 2: 224-225; Unit 3: 400-401; Unit 4: 526-527; Unit 5: 665-666; Unit 6: 768-769; Performance-Based Assessment, Unit 1: 110; Unit 2: 234; Unit 3: 410; Unit 4: 536; Unit 5: 674; Unit 6: 778; Share Your Independent Learning, Unit 1: 106; Unit 2: 230; Unit 3: 406; Unit 4: 532; Unit 5: 670; Unit 6: 774; Unit Reflection, Unit 1: 111; Unit 2: 235; Unit 3: 411; Unit 4: 537; Unit 5: 675; Unit 6: 779</p>