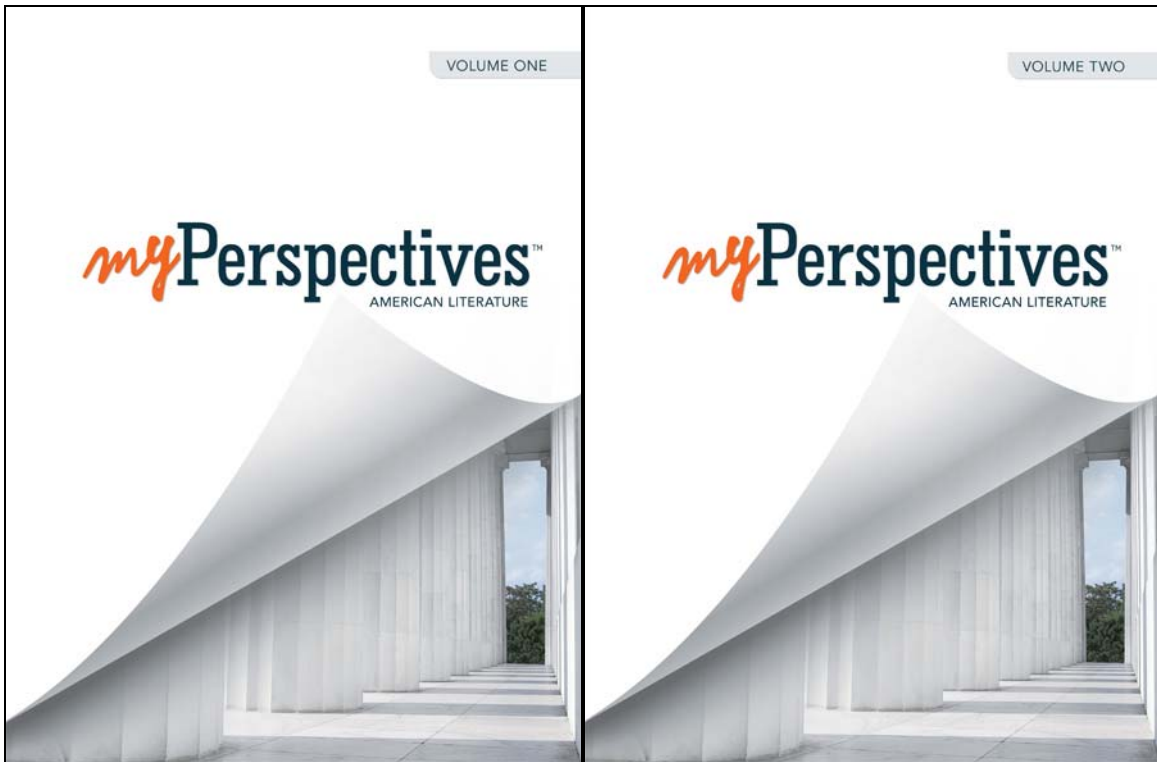


A Correlation of



Grade 11, ©2017

To the

New York State P-12 Common Core Learning Standards For English Language Arts & Literacy



**A Correlation of myPerspectives, Grade 11, ©2017 to the New York State P-12
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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

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

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

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

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New York State P-12 Common Core Learning Standards for English Language Arts & Literacy	myPerspectives Grade 11, ©2017
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: "A Wagner Matinée," 249; "The Notorious Jumping Frog of Calaveras County," 426-427; "A White Heron," 444-445; "The Jilting of Granny Weatherall," 847, 851; <i>The Crucible</i>, 565, 581, 616, 620; "Everyday Use," 774; "Everything Stuck to Him," 788; 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 every literature selection.</i></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 the text.</p>	<p>SE/TE: [Theme] 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 [Summary] Unit 6 Introduction, 756; myPerspectives Plus: Common Core Companion, 15-16, 22</p> <p><i>Additional Coverage</i> SE/TE: [Theme] The Writing of Walt Whitman, 164, 165; "Chicago"/"Wilderness," 492; <i>The Crucible</i>, Act IV, 680, 685; [Summary] "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>
<p>3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>SE/TE: "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 myPerspectives Plus: Common Core Companion, 28-29, 35</p>

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<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>SE/TE: The Writing of Walt Whitman, 165, 167; "A Wagner Matinée," 259, 260; "The Notorious Jumping Frog of Calaveras County," 428-429; "Chicago" / "Wilderness," 500; "The Jilting of Granny Weatherall," 855; myPerspectives Plus: Common Core Companion, 41-42, 48</p> <p><u>Additional Coverage</u> SE/TE: The Poetry of Emily Dickinson, 174, 175, 181; "A Wagner Matinee," 260; <i>The Crucible</i>, 621, 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) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SE/TE: "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; 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, or understatement).</p>	<p>SE/TE: "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; myPerspectives Plus: Common Core Companion, 61-62</p> <p><u>Additional Coverage</u> SE/TE: "An Occurrence at Owl Creek Bridge," 834, 840</p>

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<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>SE/TE: The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; "Wilderness" / Carl Sandburg Reads "Wilderness," 494; <i>The Crucible / The Crucible</i>, (audio)," 690-691; myPerspectives Plus: Common Core Companion, 68-69</p> <p><u>Additional Coverage</u> SE/TE: The Poetry of Emily Dickinson, 184; <i>from Emily Dickinson</i>, 189</p>
<p>a. Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.</p>	<p>SE/TE: The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; "Wilderness" / Carl Sandburg Reads "Wilderness," 494; <i>The Crucible / The Crucible</i>, (audio)," 690-691; myPerspectives Plus: Common Core Companion, 68-69</p> <p><i>In addition, students will apply this standard as they complete the Independent Reading at the conclusion of each Unit. See the following examples: "Hamadia" by Naomi Shihab Nye; "The Latin Deli: An Ars Poetica" by Judit Ortiz Cofer; "The Man to Send Rain Clouds" by Leslie Marmon Silko</i></p>
<p>8. (Not applicable to literature)</p>	<p>Not applicable to literature according to the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy</p>
<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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 75-76</p>

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<p align="center">New York State P-12 Common Core Learning Standards for English Language Arts & Literacy</p>	<p align="center">myPerspectives Grade 11, ©2017</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: The Writing of Walt Whitman, 152; “The Love Song of J. Alfred Prufrock,” 238; “A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829; myPerspectives Plus: Common Core Companion, 82-83</p>
<p>Responding to Literature</p>	
<p>11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.</p>	<p>SE/TE: The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; “Wilderness” / Carl Sandburg Reads “Wilderness,” 494; <i>The Crucible / The Crucible</i>, (audio),” 690-691; myPerspectives Plus: Common Core Companion, 68-69</p> <p><i>In addition, students will apply this standard as they complete the Independent Reading at the conclusion of each Unit.</i></p>

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<p align="center">New York State P-12 Common Core Learning Standards for English Language Arts & Literacy</p>	<p align="center">myPerspectives Grade 11, ©2017</p>
<p>a. Self-select text to respond and develop innovative perspectives.</p>	<p>SE/TE: <i>Students apply this standard with literary text selections throughout the program, including but not limited to the following:</i></p> <p>“A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829; myPerspectives Plus: Common Core Companion, 82-83</p> <p><i>In addition, students will apply this standard as they complete the Independent Reading at the conclusion of each Unit.</i></p> <p>Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864</p>
<p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>SE/TE: <i>Students apply this standard with literary text selections throughout the program, including but not limited to the following:</i></p> <p>The Writing of Walt Whitman, 152; “The Love Song of J. Alfred Prufrock,” 238; “A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829; myPerspectives Plus: Common Core Companion, 82-83</p> <p><i>In addition, students will apply this standard as they complete the Independent Reading at the conclusion of each Unit.</i></p>

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Reading Standards for Informational Text [RI]	
<i>Key Ideas and Details</i>	
<p>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: 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; 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 every informational text selection.</i></p> <p><u>Additional Coverage</u> SE/TE: 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>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>SE/TE: Declaration of Independence, 24; from <i>America’s Constitution: A Biography</i>, 79; from <i>What to the Slave Is the Fourth of July?</i>, 294; 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 every informational text selection.</i></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 the text.</p>	<p>SE/TE: [Central Idea] from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 [Summary] Unit Introductions (1-5), 8, 144, 280, 398, 550; myPerspectives Plus: Common Core Companion, 103-104, 110</p> <p><u>Additional Coverage</u> [Central Idea] from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; Second Inaugural Address, 304-305</p>

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<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 <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; myPerspectives Plus: Common Core Companion, 116-117</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>SE/TE: Gettysburg Address, 122, 123; "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; from <i>Dust Tracks on a Road</i>, 484, 486, 490; from <i>The Way to Rainy Mountain</i>, 523, 529; myPerspectives Plus: Common Core Companion, 123-124, 130</p>
<p>5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 136-137</p>

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<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: 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; myPerspectives Plus: Common Core Companion, 143-144, 150</p> <p><u>Additional Coverage</u> SE/TE: 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>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>SE/TE: “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; myPerspectives Plus: Common Core Companion, 156-157</p>
<p>8. Delineate and evaluate the reasoning in seminal U.S. 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., <i>The Federalist</i>, presidential addresses).</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 163-164</p> <p><u>Additional Coverage</u> Second Inaugural Address, 304, 305; from <i>What to the Slave Is the Fourth of July?</i>, 294-295</p>

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<p>9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 170-171</p> <p><u>Additional Coverage</u> SE/TE: Letter to John Adams / from <i>Dear Abigail</i>, 115, 116</p>
<p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>SE/TE: Declaration of Sentiments, 344; Independent Reading: from “The Iroquois Constitution” by Dekanawidah; myPerspectives Plus: Common Core Companion, 170-171</p> <p><u>Additional Coverage</u> SE/TE: Letter to John Adams / from <i>Dear Abigail</i>, 115, 116</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students apply this standard with informational text selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: Declaration of Independence, 16; Speech in the Convention, 40; “The American Revolution: Visual Propaganda,” 52; from <i>America’s Constitution: A Biography</i>, 72; from <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>, 102; from “Nature” / from “Self-Reliance,” 204; Perspectives on Lincoln,” 310; “Giving Women the Vote,” 346; Brown v. Board of Education: Opinion of the Court, 360; “Was ‘Brown v. Board’ a Failure?”, 370; from <i>Life on the Mississippi</i>, 406; “Interview with George Takei,” 716; myPerspectives Plus: Common Core Companion, 177-178</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p>	<p>SE/TE: 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; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747; myPerspectives Plus: Common Core Companion, 185-195; Interactive Writing Lessons: Argumentative Writing</p>
<p>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>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 186-189</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
<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>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 186-189</p> <p><u>Additional Coverage</u> SE/TE: <i>America’s Constitution: A Biography</i>, 81; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</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: Whole-Class Performance Task, Unit 1: 65, Unit 5: 698; myPerspectives Plus: Common Core Companion, 190</p> <p><u>Additional Coverage</u> SE/TE: 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 formal style and objective tone 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: 66, Unit 5: 698; myPerspectives Plus: Common Core Companion, 190, 194</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 191</p> <p><u>Additional Coverage</u> SE/TE: <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>

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<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SE/TE: 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; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain't I a Woman?," 337; 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: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; myPerspectives Plus: Common Core Companion, 196-207; Interactive Writing Lessons: Informative/Explanatory Writing</p>

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<p>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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: from <i>America's Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; <i>The Poetry of Emily Dickinson</i> / 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; <i>Declaration of Sentiments / "Giving Women the Vote,"</i> 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; myPerspectives Plus: Common Core Companion, 197, 199, 200, 201</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 198, 200, 201</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: "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; MyPerspectives Plus: Common Core Companion, 199, 201</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456; myPerspectives Plus: Common Core Companion, 201, 202</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; “The Leap,” 806</p>
<p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 203</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 199, 202</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self- Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing</p>
<p>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 a smooth progression of experiences or events.</p>	<p>SE/TE: 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, 810; myPerspectives Plus: Common Core Companion, 209, 210, 211</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 212</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<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, or resolution).</p>	<p>SE/TE: “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810; myPerspectives Plus: Common Core Companion, 213</p> <p><u>Additional Coverage</u> SE/TE: 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 sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 214</p> <p><i>Additional Coverage</i> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 214</p> <p><i>Additional Coverage</i> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>	<p>SE/TE: Students can adapt the following activities to accommodate a variety of cultural contexts. Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing</p>

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<p><i>Production and Distribution of Writing</i></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: 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; myPerspectives Plus: Common Core Companion, 219, 220; Interactive Writing Lesson: The Writing Process</p>
<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 68.)</p>	<p>SE/TE: 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</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; “A Literature of Place” / “American Regional Art,” 478-479; <i>The Crucible / The Crucible</i> (audio),” 690-691; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721; Whole Class Performance Task, Unit 1: 66-67, Unit 2: 198-199, Unit 3: 324-325, Unit 4: 456-457, Unit 5: 698-699, Unit 6: 814-815; myPerspectives Plus: Common Core Companion, 226, 227; Interactive Writing Lesson: The Writing Process</p>

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<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 233, 234; Interactive Research Lesson: Sources and Evidence</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 240, 241, 244; Interactive Research Lessons: Research Writing, Sources and Evidence</p>
<p>a. Explore topics dealing with different cultures and world viewpoints.</p>	<p>SE/TE: from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 97; from "Nature" / from "Self-Reliance," 209; from <i>What to the Slave Is the Fourth of July?</i>, 293; myPerspectives Plus: Common Core Companion, 240, 241, 244; Interactive Research Lessons: Research Writing, Sources and Evidence</p>

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<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 247-260; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing: Sources and Evidence</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: 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; 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</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; <i>The Crucible</i> / <i>The Crucible</i> (audio)," 690-691; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721</p> <p><u>Additional Coverage</u> SE/TE: 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>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “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>SE/TE: The Poetry of Emily Dickinson / “Great Lives: Emily Dickinson,” 190-191; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; <i>The Crucible</i>, 684; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691; myPerspectives Plus: Common Core Companion, 261-264</p>
<p>b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	<p>SE/TE: from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?”, 378-379; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721; myPerspectives Plus: Common Core Companion, 265-268</p>
<p><i>Range of Writing</i></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: 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; myPerspectives Plus: Common Core Companion, 269-276</p>
<p>Responding to Literature</p>	
<p>11. Create interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and the literary work.</p>	<p>SE/TE: from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / “Great Lives: Emily Dickinson,” 190-191; Brown v. Board of Education: Opinion of the Court / “Was ‘Brown v. Board’ a Failure?”, 378-379; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; <i>The Crucible</i>, 684; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691; myPerspectives Plus: Common Core Companion, 261-268</p>

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<p>a. Engage in using a wide range of prewriting strategies, such as visual representations and the creation of factual and interpretive questions, to express personal, social and cultural connections and insights.</p>	<p>SE/TE: Whole-Class Performance Task: Unit 1: 61; Unit 2: 193; Unit 3: 317; Unit 4: 449; Unit 5: 691; Unit 6: 807; myPerspectives Plus: Common Core Companion, 227, 228; Interactive Writing Lesson: The Writing Process</p>
<p>b. Identify, analyze, and use elements and techniques of various genres of literature, such as allegory, stream of consciousness, irony, and ambiguity, to affect meaning.</p>	<p>SE/TE: The Poetry of Emily Dickinson, 184; from "Nature" / from "Self-Reliance," 213; Second Inaugural Address, 308; "Chicago" / "Wilderness" / "Sandburg's Chicago," 501; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 519; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing</p>
<p>c. Develop innovative perspectives on texts, including historical, cultural, sociological, and psychological contexts.</p>	<p>SE/TE: The Poetry of Emily Dickinson / "Great Lives: Emily Dickinson," 190-191; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; <i>The Crucible</i>, 684; <i>The Crucible</i> / <i>The Crucible</i> (audio), 690-691; myPerspectives Plus: Common Core Companion, 261-264</p>
<p>d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from "Nature" / from "Self-Reliance," 213; Second Inaugural Address, 308; "Chicago" / "Wilderness" / "Sandburg's Chicago," 501; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 519; "Everyday Use," 778; "Everything Stuck to Him," 792; "The Leap," 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing</p>

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<p>Speaking and Listening Standards [SL]</p>	
<p><i>Comprehension and Collaboration</i></p>	
<p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SE/TE: 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; 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; 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; myPerspectives Plus: Common Core Companion, 278-285; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p>
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: 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; 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; myPerspectives Plus: Common Core Companion, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation</p> <p><u>Additional Coverage</u> SE/TE: 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</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>SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><u>Additional Coverage</u> SE/TE: 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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><u>Additional Coverage</u> SE/TE: 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>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>SE/TE: from <i>What to the Slave Is the Fourth of July?</i>, 299; “Giving Women the Vote,” 349; “Interview with George Takei,” 719; Independent Learning: from “The Iroquois Constitution” by Dekanawidah; “Hamadi” by Naomi Shihab Nye; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions</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: “The American Revolution: Visual Propaganda,” 59; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508–509; myPerspectives Plus: Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

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<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>SE/TE: 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; myPerspectives Plus: Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations</p>
<p align="center"><i>Presentation of Knowledge and Ideas</i></p>	
<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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 39; Letter to John Adams / from <i>Dear Abigail</i>, 117; “Innovators and Their Inventions,” 235; <i>The Crucible</i>, 684; “The Leap,” 806; 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; myPerspectives Plus: Common Core Companion, 297, 298, 301; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

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<p>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 on page 68 for specific expectations.)</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 306, 307, 310; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>Language Standards 6–12</p>	
<p><i>Conventions of Standard English</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 100; “The Love Song of J. Alfred Prufrock,” 246; from <i>What to the Slave Is the Fourth of July?</i>, 297; Second Inaugural Address, 307; Declaration of Sentiments, 345; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; <i>The Crucible</i>, 599; “Antojos,” 736; “Everything Stuck to Him,” 791; Whole-Class Performance Task, Unit 1: 65, 67, Unit 2: 199, Unit 3: 323, 325, Unit 4: 457, Unit 5: 697, 699, Unit 6: 815; Grammar Handbook, R59-R65; myPerspectives Plus: Interactive Grammar Practice Lessons</p>
<p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 314, 315</p>
<p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p>	<p>SE/TE: Declaration of Independence, 27; “Everyday Use,” 777; myPerspectives Plus: Common Core Companion, 316, 317</p>

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<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE/TE: Speech in the Convention, 49; “A Literature of Place,” 471; 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; myPerspectives Plus: Interactive Grammar Practice Lessons (Punctuation)</p>
<p>a. Observe hyphenation conventions.</p>	<p>SE/TE: “The Love Song of J. Alfred Prufrock,” 246; “A Literature of Place,” 471; Grammar Handbook, R67; myPerspectives Plus: Common Core Companion, 318, 319; Interactive Grammar Practice Lessons (Punctuation: Hyphenation)</p>
<p>b. Spell correctly.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 320, 321</p>
<p><i>Knowledge of Language</i></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>SE/TE: 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; <i>The Crucible</i>, 599; “Everything Stuck to Him,” 790</p>

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<p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 322, 323</p>
<p><i>Vocabulary Acquisition and Use</i></p>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 36; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Gettysburg Address, 118; "A Literature of Place," 462; from <i>Dust Tracks on a Road</i>, 488; "Chicago" / "Wilderness," 492; "In the Longhouse, Oneida Museum" / "Cloudy Day," 510; from <i>The Way to Rainy Mountain</i>, 520; from <i>Farewell to Manzanar</i>, 704; "Antojos," 722; "An Occurrence at Owl Creek Bridge," 839; myPerspectives Plus: 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.</i></p>
<p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 324, 325</p>

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<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 326, 327</p>
<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 328, 329</p>
<p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 330, 331</p>

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<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: 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</p>
<p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>SE/TE: “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; myPerspectives Plus: Common Core Companion, 332, 333</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: 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; myPerspectives Plus: Common Core Companion, 334, 335</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; <i>The United States Constitution: A Graphic Adaptation</i>, 82; “Innovators and Their Inventions,” 230; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; “American Regional Art,” 472, 477; “Sandburg’s Chicago,” 502, 507; Small-Group Performance Task, Unit 4: 533; <i>The Crucible</i>, 625; “Interview with George Takei,” 716, 719; myPerspectives Plus: Common Core Companion, 336, 337</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>