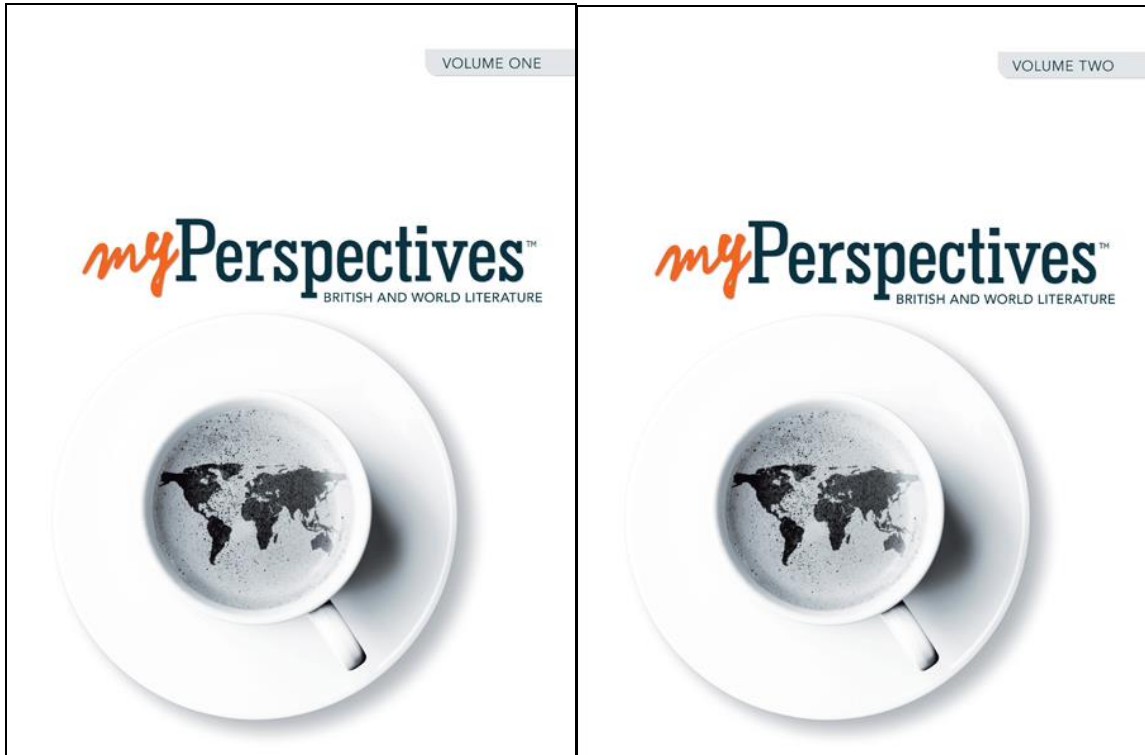


A Correlation of



Grade 12, ©2017

To the

**Oklahoma Academic Standards
for English Language Arts
Grade 12**



A Correlation of myPerspectives, Grade 12 to the Oklahoma Academic Standards for English Language Arts

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the Oklahoma Academic Standards for English Language Arts. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

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

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 12
12.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
12.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
12.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	<p>SE/TE: Performance Task: Present a Panel Discussion, 768–769; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754; Share Your Independent Learning, 106, 230, 406, 532, 670; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
12.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	<p>SE/TE: Speaking and Listening: Discussion, Debate, 189; Role Play, 189 279; Analyze the Speech, 313; Present and Discuss 477; Panel Discussion, 189, 399, 525; Multimedia Presentation, 525; Debate, Oral Presentation, 623; Small-Group Performance Task: Present a Reader's Theater, 224–225; Present an Argument, 100–101, 400–401 Panel Discussion</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</p>

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<p>12.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>SE/TE: Performance Task: Present a Panel Discussion, 768–769; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754; Share Your Independent Learning, 106, 230, 406, 532, 670; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
<p>12.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>12.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>SE/TE: Whole Class Performance Task: Present an Argument, 100–101, 400–401; Present a Reader’s Theater, 224–225; Present a Reflective Narrative, 526–527; Present a Personal Narrative, 664–665; Present a Panel Discussion, 768–769; Performance-Based Assessment: Speech, 110; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, Soliloquy, 279; Oral Presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Multimedia Presentation, 525</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School: Giving a Presentation</p>

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12.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>SE/TE: Working as a Team, 72, 73, 176, 370, 470, 614, 615, 728; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754; Share Your Independent Learning, 106, 230, 406, 532, 670; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions: Skills</p>
12.2 Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
12.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
12.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	<p>SE/TE: Notebook (examples), 193, 395, 699, 711, 734, 740; Respond (examples), 104, 190, 228, 384, 404, 530, 668, 690, 704, 772; Summary, 8, 118, 242, 418, 544, 682</p>
12.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author’s purpose.	<p>SE/TE: Cite Textual Evidence (examples), 44, 82, 91, 92, 155, 186, 194, 195, 212, 293, 294, 348, 349, 380, 381, 396, 433, 446, 478, 485, 486, 500, 501, 512, 523, 564, 565, 578, 632, 655, 656, 661, 700, 701; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; from Beowulf: 44; Analyze Craft and Structure: The Epic and Epic Hero, 45; Shakespearean Tragedy, 349; Author’s Choices: Symbolism, 501; Analyze the Text, 522;</p> <p>TE only: Conclude (examples), 20, 33, 34, 35, 36, 38, 42, 77, 79, 86, 87, 89, 130, 135, 136, 143, 148, 161, 209, 261, 262, 263, 265, 266, 286, 287, 298, 306, 308, 315, 317, 335, 337, 338, 340, 374, 376, 430, 441, 474, 492, 505, 507, 558, 590, 591, 617, 629, 751</p>

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12.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
12.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	<p>SE/TE: SE/TE: Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; QuickWrite, 9, 105, 119, 229, 243, 405, 419, 531, 545, 683, 773; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
12.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	<p>SE/TE: Prewriting/Planning, 63, 94, 164, 167, 358, 361, 458, 461, 488, 603, 716, 719, 742; Drafting, 64, 95, 165, 170, 359, 362, 364, 462, 606, 717, 720, 722, 743</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
12.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	<p>SE/TE: Drafting, 64, 95, 165, 170, 359, 362, 364, 462, 606, 717, 720, 722, 743</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>

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12.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.	<p>SE/TE: Revising, 66, 68, 172, 364, 366, 464, 466, 610, 724; Editing/ Proofreading, 69, 173, 367, 467, 611, 725</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
12.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	<p>SE/TE: Whole-Class Performance Task: Language Development: Spell Correctly, 607; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
12.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
12.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
12.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.	<p>SE/TE: Historical Perspectives, 12–18, 122–128, 246–249, 422–427, 548–553, 686–690; Analyze the Text: Historical Perspectives, 44, 154, 348, 432, 446, 564, 598, 700, 712; Author’s Perspective: Historical Context, 213; Literature and Culture, 250–259; Clarify Historical Contexts, 582; Elements of Historical Writing, 736; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742–743</p>

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<p>12.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p>	<p>SE/TE: Analyze Craft and Structure: Word Choice and Themes (Tone), 92; Author’s Perspective: Historical Context, 213; Analyze Arguments, 397; Point of View: Satire, 447; Narrative Structure, 513; Analyze Point of View and Purpose, 701; Situational Irony, 713; Conventions and Style: Stylistic Devices, 214 TE only: Identify Social Commentary, 135; Analyze Reasoning, 653</p>
<p>12.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p>	<p>SE/TE: Comparing Poems, 488–489, 582–583; Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; The Prologue from The Canterbury Tales: The Remix: 160–164; The Tragedy of Macbeth (Act V, Scene i), 354–357; Gulliver’s Travels (film)/Gulliver’s Travels (cover art): 452–457; Comparing Images with Text, 60–61; Comparing a Video Performance with Text, 164–165; Comparing a Text With a Film and Cover Art, 458–459; also see: Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 381, 478, 486, 755; Literary Movement: Romanticism, 579; Analyze the Text, 564, 578 TE only: Analyze Theme, 318; Reflect on Theme, 34</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions</p>

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<p>12.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts.</p>	<p>SE/TE: Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Performance-Based Assessment: Response to Literature, 408–409; also see: Analyze Craft and Structure: The Epic and Epic Hero, 45; Author’s Choices: Character Development, 155; Author’s Choices: Structure, 312; Imagery and Archetypes, 332; Shakespearean Tragedy, 349; Rhetorical Devices, 502; Forms of Address, 756; Analyze the Text, 154; Speaking and Listening: Oral Recitation, 313 TE only: Analyze Character, 4, 441; Analyze Characterization, 308, 590; Examine Character, 265; Investigate Character, 262; Explore Character, 317; Explore Characterization, 306; Consider Motivation, 324; Consider Motive, 272; Analyze Plot, 263; Interpret Foreshadowing, 315</p>
<p>12.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.</p>	<p>SE/TE: Historical Sources, 187; Historical Context, 213; Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7; also see: The Naked Babe and the Cloak of Manliness from the Well Wrought Urn (Cleanth Brooks, American critic), 385, 387–389, 397; The Assignment of My Life (Ruth Gruber), 416–418</p>
<p>12.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>SE/TE: Author’s Choices: Structure, 45, 278, 294, 312, 621; Symbolism, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644; Literary Movement: Gothic Literature, 599; Analyze Craft and Structure: Historical Writing, 187; Interaction and Development of Ideas, 195; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Situational Irony, 713; Elements of Historical Writing, 736; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Close-Read Guide, 105, 229, 405, 531, 669, 773; Analyze the Text, 44, 293, 331, 432, 446</p>

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12.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors’ style) between and across multiple texts and provide textual evidence to support their inferences.	SE/TE: QuickWrite, 9, 119, 243, 419, 545, 683; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743
12.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.	
12.3.W.1 Narrative: Students will write narratives embedded in other modes as appropriate.	<p>SE/TE: Whole Class Performance Task: Write a Reflective Narrative, 460–467; Write a Personal Narrative, 604–611; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Narrative Scene, 436; Satiric Narrative, 450; Personal Narrative, 602; Personal Narrative, 672-673; Resources Tool Kit, R20–R25</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-High School</p>
12.3.W.2 Informative: Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.	<p>SE/TE: Whole Class Performance Task: Write an Explanatory Essay, 166–173; Write an Informative Essay, 718–725; Performance-Based Assessment: Write an Explanatory Essay, 232–233; Writing to Sources: Compare-and-Contrast Essay, 94–95, 515, 358–359, 716–717, 742–743; Informative Essay, 582–583; Formal Analysis, 767; Informative Essay, 776-777; Research: Historical Investigative Report, 635; Resources Tool Kit, R14–R19</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Informative/Explanatory Writing-High School</p>

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<p>12.3.W.3 Informative: Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	<p>SE/TE: Whole Class Performance Task: Write an Explanatory Essay, 166–173; Write an Informative Essay, 718–725; Performance-Based Assessment: Write an Explanatory Essay, 232–233; Writing to Sources: Compare-and-Contrast Essay, 94–95, 515, 358–359, 716–717, 742–743; Informative Essay, 582–583; Formal Analysis, 767; Informative Essay, 776–777; Research: Historical Investigative Report, 635; Resources Tool Kit, R14–R19</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>
<p>12.3.W.4 Argument: Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158–159; Argument, 197; Writing to Compare: Argumentative Essay, 164–165; Character Profile, 352; Response to Literature, 383; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662–663; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>

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<p>12.3.W.5 Argument: Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158–159; Argument, 197; Writing to Compare: Argumentative Essay, 164–165; Character Profile, 352; Response to Literature, 383; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662–663; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
<p>12.3.W.6 Argument: Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Performance-Based Assessment: Write an Argument, 108–109, 408–409; Writing to Sources: Response to Criticism, 158–159; Argument, 197; Writing to Compare: Argumentative Essay, 164–165; Character Profile, 352; Response to Literature, 383; Critical Evaluation, 60–61, 458–459; Evaluative Essay, 662–663; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>

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12.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
12.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
12.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p>SE/TE: Academic Vocabulary, 5, 115, 239, 415, 539, 677; Word Network, 7, 117, 241, 417, 543, 681; Concept Vocabulary, 18, 46, 74, 81, 84, 91, 128, 156, 178, 186, 190, 194, 198, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 396, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 690, 702, 704, 714, 730, 735, 744, 754; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741</p> <p>TE only: Concept Vocabulary, 77, 79, 87, 89, 180, 184, 191, 192, 204, 210, 377, 386, 475, 482, 494, 497, 519, 618, 638, 731, 732, 747, 748</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p> <p>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.</p>
12.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p>SE/TE: Word Study Skills: Roots, 186, 277, 350, 448, 485, 580, 600, 754; Affixes, 46, 81, 212, 56, 311, 434, 500, 620, 655, 735; Base Words, 198, 516</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study>Word Study Worksheets</p>

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<p>12.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>SE/TE: Context Clues, 74, 84, 190, 384, 472, 480, 490, 504, 624, 636, 646, 744; Practice, 81, 91, 186, 194, 212, 311, 396, 457, 500, 512, 522, 655, 754; also see: Word Network, 7, 117, 241, 417, 543, 681; Multiple-Meaning Words, 194, 380, 522, 764 TE only: Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>12.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>SE/TE: Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714; Multiple-Meaning Words, 194, 380, 522, 764 TE only: English Language Support, 672, 751</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>12.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.</p>	<p>SE/TE: Word Study, 46, 91, 156, 186, 277, 293, 311, 434, 448, 477, 522, 566, 600, 702, 714, 754; Concept Vocabulary, 178, 190, 198, 372, 384, 504, 620, 624, 632, 642, 735, 744; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Conventions and Style, 196, 351; Editing and Proofreading, 69 TE only: Personalize for Learning, 592, 709; Vocabulary Development, 25, 580, 636</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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12.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
12.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	<p>SE/TE: Performance-Task Writing: Academic Vocabulary, 5, 115, 239, 415, 539, 677; Drafting, 95, 165, 359, 364, 462, 606, 717, 722, 743; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741</p> <p>TE only: Concept Vocabulary, 77, 79, 87, 89, 180, 184, 191, 192, 204, 210, 377, 386, 475, 482, 494, 497, 519, 618, 638, 731, 732, 747, 748</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
12.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	<p>SE/TE: Description, 157, 466; Dialogue, 466; Elaboration, 66; Figurative Language, 382; Poetry, 756, Precise Language, 170, 465; Satiric Narrative, 450; Sensory Language, 608; Word Choice, 352</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
12.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
12.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
12.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	<p>SE/TE: Conventions and Style: Changing Usage, 196; Word Study: Etymology and Usage: <i>myriad</i>, 702; also see: Grammar Handbook, R60–R68; also see: Stylistic Devices, 214; Rhetorical Devices, 502, 644</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions</p>

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12.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
12.5.W.1 Students will write using correct mechanics.	<p>SE/TE: Conventions and Style: Hyphenation of Compound Adjectives, 351; Punctuation, 171, 398, 601, 622, 737; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Grammar Handbook, R67–R68</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation</p>
12.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	<p>SE/TE: Conventions and Style: Sentence Variety, 212, 447; Sentences, 435, 463, 487; Grammar Handbook, R62–R63</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Sentences</p>
12.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	<p>SE/TE: Conventions and Style, 47, 83, 93, 157, 188, 196, 214, 333, 353, 398, 435, 479, 487, 502, 514, 524, 567, 581, 601, 622, 634, 644, 657, 703, 715, 737, 756, 766; Language Development - Style: Sentence Variety: Varying Syntax, 463; Grammar Handbook, R60–R69</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons</p>

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12.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
12.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
12.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>
12.6.R.2 Students will synthesize resources to acquire and refine knowledge, following ethical and legal citation guidelines.	<p>SE/TE: Gather Evidence and Media, 100, 526; Gather Evidence, 224, 361, 400, 461, 664, 719, 768; Enriching Writing with Research, 168–169, 720–723; Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

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<p>12.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>SE/TE: Gather Evidence and Media, 100, 526; Gather Evidence, 224, 361, 400, 461, 664, 719, 768; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35; Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753</p>
<p>12.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>12.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; ; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 12</p>
<p>12.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 43, 80, 90, 153, 162, 185, 193, 210, 211, 221, 276, 292, 330, 379, 395, 431, 445, 476, 484, 499, 511, 521, 563, 577, 597, 619, 631, 641, 654, 699, 711, 734, 740, 753; Enriching Writing with Research, 168–169, 722–723; Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>
<p>12.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<p>SE/TE: Quotation Marks, 99; Annotated Timeline, 503; Citations, 720–721; Conducting Research, R26–R35</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

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12.6.W.4 Students will synthesize and present information in a report.	<p>SE/TE: Writing to Compare: Informative Essay, 582–583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503; Research Report, 635; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 79, 128, 142, 145, 284, 305, 495, 548, 555, 556, 562, 573, 574, 589, 618, 626, 638, 649, 692, 693, 706, 750; Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746; Challenge, 41, 55, 251, 276, 326, 381, 588, 629, 657, 689, 707</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>
12.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
12.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
12.7.R.1 Students will analyze and evaluate written, oral, visual, digital, non-verbal, and interactive texts in order to draw conclusions and defend arguments.	<p>SE/TE: Analyze the Media, 59, 98, 163, 357, 457, 661, 741; Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; Writing to Compare: Comparing Images with Text, 60–61; Comparing a Video Performance with Text, 164–165; Comparing a Text with a Film and Cover Art, 458–459</p> <p>In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.</p>

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12.7.R.2 Students will analyze the impact of selected media and formats on meaning.	SE/TE: Analyze the Media, 59, 98, 163, 357, 457, 661, 741; Comparing Text to Media: Beowulf (Gareth Hinds) 50–59; Writing to Compare: Comparing Images with Text, 60–61; Comparing a Video Performance with Text, 164–165; Comparing a Text with a Film and Cover Art, 458–459
12.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
12.7.W.1 Students will create multimodal content to communicate knowledge and defend arguments.	SE/TE: Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Research: Presentation with Graphics, 503 TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746
12.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	SE/TE: Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Explanation, 234; Research: Presentation with Graphics, 503 TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746

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12.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
12.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
12.8.R.1 Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 102–103, 226–227, 402–403, 528–529, 666–667, 770–771; Independent Learning, 104–106, 228–230, 404–406, 530–532, 668–670, 772–774</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49; Independent Learning, 104A–104F, 228A–228E, 404A–404E, 530A–530E, 668A–668E, 772A–772D</p> <p>Digital Resources <i>myPerspectives ELA National Grade 12</i>>Student Edition>Units 1-6 Independent Learning</p>
12.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.	
12.8.W.1 Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, synthesize information across multiple sources, and articulate new perspectives.	<p>SE/TE: Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; QuickWrite, 9, 105, 119, 229, 243, 405, 419, 531, 545, 683, 773; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Explanation, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons</p>