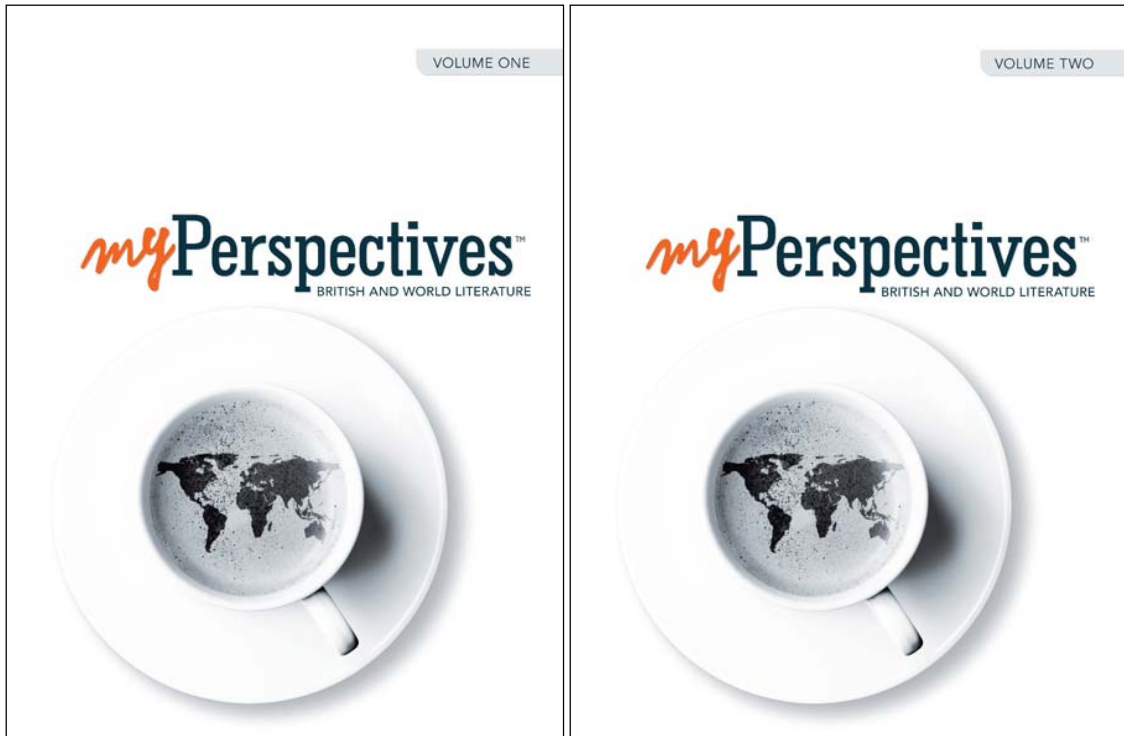


A Correlation of



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To the

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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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Grades 11–12	
1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	SE/TE: Analyze Craft and Structure: Interaction and Development of Ideas, 195; Style and Point of View, 213; Analyze Arguments, 397; Central Ideas and Supporting Details, 781
Key Ideas and Details - Text Analysis	
CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	SE/TE: Analyze Craft and Structure: Practice, 187, 701, 712; Prepare to Compare, 742; Writing to Compare, 743; Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773
CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	SE/TE: Conventions and Style: Text Structure (chronological order), 188; Analyze Craft and Structure: Interaction and Development of Ideas, 195; Analyze Arguments, 397; Cultural Conflict and Irony, 713; Central Ideas and Supporting Details, 781; also see: Cite Textual Evidence (Informational), 186, 194, 212, 396, 655, 661, 700, 701, 712, 713, 741; Make Inferences, 24, 58, 304 TE only: Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773
Craft and Structure - Point of View	
CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.	SE/TE: Analyze Craft and Structure: Style and Point of View, 213; Analyze Arguments, 397; Science Journalism, 656; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713 TE only: Identify Social Commentary, 135

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Craft and Structure - Text Structure	
<p>CC.1.2.11–12.E 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: 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; Cultural Conflict and Irony, 713; Elements of Historical Writing, 736; Central Ideas and Supporting Details, 781; also see: Writing: Analyze Argument Model, 62 TE only: Identify Social Commentary, 135; Analyze Reasoning, 653</p>
Craft and Structure - Vocabulary	
<p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>SE/TE: Technical Vocabulary, 655; Conventions and Style: Stylistic Devices, 214; Technical Writing and Audience, 657; Technical Vocabulary, 655; Word Network, 7, 117, 241, 417, 543, 681</p>
Integration of Knowledge and Ideas - Diverse Media	
<p>CC.1.2.11–12.G 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: Media/Public Document: Passenger Manifest <i>for the</i> MV Empire Windrush, 216–223; Media/Public Document: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare, 663, 743; Comparing Text to Media: <i>from</i> History of Jamaica, 738–741; Comparing Historical Texts, 742</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>	<p>SE/TE: Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7</p>

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Integration of Knowledge and Ideas - Analysis Across Texts	
<p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	<p>SE/TE: 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>
Vocabulary Acquisition and Use	
<p>CC.1.2.11–12.J 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: Word Network, 7, 117, 241, 417, 681; Academic Vocabulary, 5, 115, 239, 415, 539, 677; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741; Concept Vocabulary, 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744, 768, 780</p>
<p>CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>SE/TE: Concept Vocabulary, 178, 186, 190, 194, 198, 212, 396, 690, 702, 704, 714, 730, 735, 744, 768, 780; Conventions and Style: Stylistic Devices, 214; Writing to Compare, 95; Analyze Craft and Structure: Science Journalism, 656; Academic Vocabulary, 5, 115, 239, 415, 539, 677; also see: Connotations and Denotations, 91, 566, 714; Technical Vocabulary, 655; Conventions and Style: Technical Writing and Audience, 657</p>

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Range of Reading	
<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>SE/TE: First-Read: Nonfiction, 178, 384, 646, 690, 704, 730, 768; Independent Learning: First-Read Guide: 104, 228, 404, 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary nonfiction and informational text selections include the following:</u> The Naked Babe and the Cloak of Manliness/Macbeth, 384; Apostrophe to the Ocean/The World Is Too Much With Us/ London, 1802, 624; The Most Forgetful Man in the World, 646; Back to My Own Country: An Essay, 690; Shooting an Elephant, 704; from A History of the English Church and People, 730; from History of Jamaica, 738; from The Buried Giant/from Kazou Ishiguro: My Own Private Japan, 768</p>
<p>1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
Key Ideas and Details - Theme	
<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p>SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes, 82, 92; Development of Theme, 380, 478, 486; Influence of Historical Period, 579; Universal and Culturally Specific Themes, 755; Comparing Poems, 488, 582; Writing to Sources, 489, 583; Analyze the Text, 564, 578</p> <p>TE only: Analyze Theme, 318; Reflect on Theme, 34</p>

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Key Ideas and Details - Text Analysis	
<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<p>SE/TE: from Beowulf: 44; Analyze Craft and Structure: The Epic and Epic Hero, 45; Shakespearean Tragedy, 349; Craft and Structure, 501; Analyze the Text, 522; Cite Textual Evidence (examples), 44, 45, 81, 91, 154, 155, 186, 194, 212, 277, 293, 294, 311, 331, 332, 380, 431, 432, 433, 446, 447, 457, 477, 485, 500, 512, 522, 564, 565, 578, 579, 598, 599, 620, 632, 642, 754, 764, 780; Make Inferences, 44, 293, 331, 432, 446 TE only: Conclude (Literary), 20, 21, 23, 25, 31, 33, 34, 35, 36, 38, 42, 77, 79, 86, 87, 89, 130, 135, 136, 143, 148, 161, 209, 261, 262, 263, 265, 266, 270, 272, 275, 286, 287, 288, 291, 298, 306, 308, 315, 317, 318, 321, 323, 324, 335, 337, 338, 340, 374, 376, 430, 441, 474, 492, 493, 495, 498, 505, 507, 558, 590, 591, 617, 629, 637, 747, 751, 752, 761, 762</p>
Key Ideas and Details - Literary Elements	
<p>CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	<p>SE/TE: Analyze Craft and Structure: The Epic and Epic Hero, 45; Author’s Choices: Development and Relation of Elements, 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, 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>

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Craft and Structure - Point of View	
<p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes (Tone), 92; Author’s Choices: Development and Relation of Elements, 155; Style and Point of View, 213; Point of View: Satire, 447; Rhetorical Devices, 502; Forms of Address, 756; Conventions and Style: Stylistic Devices, 214</p>
Craft and Structure - Text Structure	
<p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>	<p>SE/TE: Analyze Craft and Structure: Archetypal Plots, 45; Meter, 294; Structure, 278, 621; Cause and Effect Structure, 312, 501; Sonnets, 381; Narrative Structure, 513; Ode, 579; Structure and Aesthetic Impact, 599; Dramatic Monologue, 765; Conventions and Style: Exclamatory Phrases, 333; Meter and Free Verse, 524; Lyric Poetry, 567; Rhetorical Devices, 644 TE only: Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Track Rising Action, 266; Analyze Flashbacks, 617</p>
Craft and Structure - Vocabulary	
<p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>SE/TE: SE/TE: Analyze Craft and Structure: Impact of Word Choice on Themes (Tone), 92; Style and Point of View, 213; Point of View: Satire, 447; Narrative Structure, 513; Conventions and Style: Stylistic Devices, 214</p>
Integration of Knowledge and Ideas - Sources of Information	
<p>CC.1.3.11–12.G 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: 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; Writing to Compare, 61, 165, 361, 459; Comparing a Video Performance with Text, 164; Comparing a Text With a Film and Cover Art, 458</p>

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Integration of Knowledge and Ideas	
<p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>SE/TE: Writing to Sources: Comparison-and-Contrast Essay, 515 (Students compare <i>Araby</i> by James Joyce with major works of American Writers); Ode to a Nightingale/Ode to the West Wind: 568–578; Analyze Craft and Structure: Influence of Historical Period, 579; also see: Universal Theme, 755</p>
Vocabulary Acquisition and Use	
<p>CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>SE/TE: Context Clues, 74, 84, 384, 472, 480, 490, 504, 624, 636, 744; Concept Vocabulary (Literary), 18, 46, 74, 81, 84, 91, 128, 156, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 744, 754, 758, 764, 768, 780 TE only: Analyze Figurative Language, 338; Analyze Figurative Language, 558, 629; Analyze a Metaphor, 200; Analyze Analogy and Metaphor, 507; Analyze a Simile, 209; Analyze Extended Metaphors, 340; Analyze Sensory Language, 637; Analyze Diction and Tone, 183</p>
<p>CC.1.3.11–12.J 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: Word Network, 543; Concept Vocabulary (Literary), 18, 46, 74, 81, 84, 91, 128, 156, 212, 258, 277, 280, 293, 296, 311, 314, 331, 334, 350, 372, 380, 384, 426, 434, 438, 448, 472, 477, 480, 485, 490, 500, 504, 512, 516, 522, 568, 580, 584, 600, 616, 620, 624, 632, 636, 642, 744, 754, 758, 764, 768, 780</p>

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<p align="center">Pennsylvania Core Standards English Language Arts Grade 12</p>	<p align="center">myPerspectives, ©2017 Grade 12</p>
<p>Range of Reading</p>	
<p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>SE/TE: First-Read: Fiction, 18, 74, 84, 128, 190, 198, 258, 280, 296, 314, 334, 372, 426, 438, 472, 480, 490, 504, 516, 552, 568, 584, 616, 624, 636, 744, 758, 768; Independent Learning: First-Read Guide: 104, 228,404 530, 668, 788; Close-Read: 105, 229, 405, 531, 669, 789</p> <p><u>Literary fiction selections include the following:</u> from Beowulf, 18; To Lucasta, on Going to the Wars/The Charge of the Light Brigade, 74; The Prologue From The Canterbury Tales, 128; The Tragedy of Macbeth, 258, 280, 296, 314, 334; A Valediction: Forbidding Mourning/Holy Sonnet 10, 426; from Gulliver’s Travels, 438; from the Divine Comedy: Inferno/The Second Coming, 490, 500; Araby, 504; To His Coy Mistress, 472; The Explosion/Old Love, 526; Ode to a Nightingale/Ode to the West Wind, 568; from Frankenstein, 584; The Widow of Windsor/From Lucy: Englan’ Lady, 758; from The Buried Giant/from Kazou Ishiguro: My Own Private Japan, 768</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Don Quixote, Pride and Prejudice, King Lear, The Alchemist)</p>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
Informative/ Explanatory	
CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	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; Write an Informative Essay, 792–793; Writing to Sources: Comparison-and-Contrast Essay, 48; Critical Analysis, 99; Formal Analysis, 767; Writing to Compare: Research Report, 583; Comparison-and-Contrast Essay, 717; Writer’s Guidelines, 743; Resources Tool Kit, R14–R19
Informative/Explanatory - Focus	
CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.	SE/TE: Whole Class Performance Task: Write a thesis statement, 167, 720; Precise Language, 170; Write a Strong Introduction and Conclusion, 720; Performance-Based Assessment: Focus and Organization, 233, 793
Informative/Explanatory - Content	
CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.	SE/TE: Whole-Class Performance Task: Prewriting/planning, 719; Enriching Writing With Research, 168; Drafting, 720; Writing to Sources: Comparison, 358; Response to Literature, 383
Informative/Explanatory - Organization	
CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	SE/TE: Whole-Class Performance Task: Prewriting/planning, 167, 719; Drafting, 720; Performance-Based Assessment: 231, 232, 233, 791; Writing to Sources: Comparison, 358; Response to Literature, 383; Writing to Compare: Comparing Audio Performances, 359

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Informative/Explanatory - Style	
<p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	<p>SE/TE: Whole-Class Performance Task: Drafting, 170; Use Formal Style, 171; Revising, 724; Editing and Proofreading, 725; Performance-Based Assessment: 232, 233; Writing to Compare: Research Report, 583; Writing to Sources: Formal Analysis, 767</p>
Informative/Explanatory - Conventions of Language	
<p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>SE/TE: Write an Explanatory Essay: Conventions, 172; Editing and Proofreading, 173; Write an Informative Essay: Note Cards, 719; Editing and Proofreading, 725; Performance-Based Assessment: Language Conventions, 233, 793</p>
Opinion/Argumentative	
<p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</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; Writing: Argument, 197; Resources Tool Kit, R8–R13</p>
Opinion/Argumentative - Focus	
<p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> • Introduce the precise, knowledgeable claim. 	<p>SE/TE: Whole-Class Performance Task: Write a Claim, 63, 361; Introduction, 64; Present Your Reasoning, 362; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p>

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Opinion/Argumentative - Content	
<p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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: Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64, 362; Performance-Based Assessment: 108, 109, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p>
Opinion/Argumentative - Organization	
<p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Whole-Class Performance Task: Prewriting/Planning, 63, 361; Drafting, 64; Performance-Based Assessment, 108, 109, 360, 361, 362, 408, 409; Writing to Compare: Argument, 61; Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Response to Criticism, 158; Argument, 295; Satirical Argument, 450; Writing: Argument, 197</p>
Opinion/Argumentative - Style	
<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	<p>SE/TE: Whole-Class Performance Task: Establish Voice: Formal Style, 363; Performance-Based Assessment: 108, 109, 360, 363, 408, 409; Writing to Compare: Critical Evaluation, 459; Evaluative Essay, 663; Writing to Sources: Argument, 295</p>
Opinion/Argumentative - Conventions of Language	
<p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>SE/TE: Write an Argument: Create Cohesions, 65; Revising for Sentence Length and Varied Syntax, 66; Editing and Proofreading, 69, 367; also see: Grammar Handbook, R60–R68</p>

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Narrative	
CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.	SE/TE: Whole Class Performance Task: Write a Reflective Narrative, 460–467; Performance-Based Assessment: Write a Reflective Narrative, 534–535; Writing to Sources: Personal Narrative, 602; Resources Tool Kit, R20–R25
Narrative Focus	
CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Prewriting/Planning, 461, 605; Drafting, 462, 606; Sentence Variety, 463; Elements of a Personal Narrative, 604; Revising, 610; Performance-Based Assessment, 533, 534, 535, 671, 672, 673; Writing to Sources: Personal Narrative, 602
Narrative Content	
CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Revising, 464; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Writing to Sources: Narrative Scene, 436; Performance-Based Assessment, 534, 535, 672, 673
Narrative Organization	
CC.1.4.11–12.P Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Drafting, 462, 606; Making Writing Sophisticated, 466; Elements of a Personal Narrative, 604; Drafting, 606; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673

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Narrative Style	
<p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	<p>SE/TE: Whole-Class Performance Task: Elements of a Reflective Narrative, 460; Making Writing Sophisticated, 465; Elements of a Personal Narrative, 604; Making Writing Sophisticated, 607; Revising, 610; Performance-Based Assessment, 534, 535, 672, 673</p>
Narrative Conventions of Language	
<p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>SE/TE: Reflective Narrative: Language Development: Sentence Variety, 463; Editing and Proofreading, 467; Narrative Rubric, 535; also see: Grammar Handbook, R60–R68</p>
Response to Literature	
<p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p>SE/TE: Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Write It, 683; Performance-Based Assessment, 108, 109, 232, 233, 408, 409; Writing to Sources: Comparison-and-Contrast Essay, 515</p>
Production and Distribution of Writing - Writing Process	
<p>CC.1.4.11–12.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 63, 167, 361, 461, 605, 719; Drafting, 64, 170, 362, 462, 606, 720; Revising, 66, 172, 364, 464, 610, 724; Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Publishing and Presenting, 69, 173, 367, 467, 611, 725</p>

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Technology and Publication	
<p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p>SE/TE: Enriching Writing with Research, 168–169, 722–723; Research: Passenger Profile, 223; also see: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Research: Presentation with Graphics, 503</p> <p>TE only: Digital Perspectives, 57, 307, 308, 321, 343, 346, 428, 453, 487, 494, 525, 560, 572, 575, 627, 710, 733, 746</p>
Conducting Research	
<p>CC.1.4.11–12.V 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: 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, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; 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, 777; 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, 767</p>

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Credibility, Reliability, and Validity of Sources	
<p>CC.1.4.11–12.W 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: 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, 763, 779; Enriching Writing with Research, 168–169, 722–723; Review Evidence for an Informative Essay, 107, 791; Writing to Compare: Research Report, 583; Speaking and Listening: Research Presentation, 49, 603; Podcast, 757; Research: Research Overview, 99; Profile, 223; Presentation, 503, 783; Research Report, 635; Conducting Research, R26–R35 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, 777; 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, 767</p>
Range of Writing	
<p>CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 62–69, 360–367; Write an Explanatory Essay, 166–173; Write a Reflective Narrative, 460–467; Write a Personal Narrative, 602–611; Write an Informative Essay, 718–725; Quick Write, 9, 105, 109, 119, 129, 243, 405, 419, 531, 545, 669, 683, 789; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767; Performance-Based Assessment: Argument, 108, 109; Response to Literature, 408–409; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794</p>

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1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
Comprehension and Collaboration - Collaborative Discussion	
CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SE/TE: Performance Task: Present a Panel Discussion, 784–785; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764, 780; Share Your Independent Learning, 106, 230, 406, 532, 670, 790
Comprehension and Collaboration - Critical Listening	
CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	SE/TE: Speaking and Listening: Discussion, 189; Analyze the Speech, 313; Debate, 623; Small-Group Performance Task: Present a Reader's Theater, 224–225; Present an Argument, 100–101, 400–401
Comprehension and Collaboration Evaluating Information	
CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.	SE/TE: Speaking and Listening: Prepare a Research Presentation, 49, 603; Analyze the Media, 59, 163, 272, 357, 457, 661

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Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</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, 784–785; Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Digital Presentation, 215; Debate, 189, 623; Role-Play, 189, 279; Oral presentation, 623; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757; Multimedia Presentation, 525</p>
Presentation of Knowledge and Ideas - Context	
<p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</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, 784–785; Performance-Based Assessment: Speech, 110; Video Analysis, 234; TV Commentary, 410; Dramatic Reading, 536; Elevator Introduction, 674; Oral Presentation, 794; Speaking and Listening, 49, 159, 189, 215, 279, 313, 352, 399, 437, 451, 525, 603, 623, 757; Discuss It, 2, 106, 111, 112, 230, 235, 236, 275, 347, 406, 411, 412, 519, 532, 537, 538, 573, 670, 675, 676, 749, 790, 795; Present and Discuss, 59, 81, 91, 98, 163, 186, 212, 222, 357, 380, 396, 477, 485, 500, 512, 522, 620, 632, 642, 655, 671, 735, 741, 754, 764, 780</p>

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Integration of Knowledge and Ideas - Multimedia	
<p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p>SE/TE: Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Small-Group Performance Task, 101; Performance-Based Assessment, 234, 674, 794; Research: Presentation with Graphics, 503</p>
Conventions of Standard English	
<p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p>SE/TE: Present and Evaluate: Present an Argument, 101, 401; Present a Reader’s Theater, 225; Present a Reflective Narrative, 527; Present a Personal Narrative, 665; Present a Panel Discussion, 785</p>