

## A Correlation of



**Grade 12, ©2017**

To the

**2017 English Standards of Learning  
for Virginia Public Schools  
Grade 12**



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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are included.

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

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

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

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<b>Grade Twelve</b>	
<p>In twelfth grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will review multiple texts to identify and evaluate resources to make decisions and solve problems. The students will examine and analyze fiction texts by British authors evaluating how authors use key elements to contribute to meaning and interpreting how themes are connected across texts. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-twelve student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. Students will write to a standard acceptable to both the workplace and to postsecondary education. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive/argumentative multimodal presentations both independently and in collaborative groups. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. Students will continue to demonstrate the ability to work within diverse teams and collaborative groups working toward common goals.</p>	
*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*	
<b>Communication and Multimodal Literacies</b>	
12.1 The student will make planned persuasive/argumentative, multimodal, interactive presentations collaboratively and individually.	
12.1.a Select and effectively use multimodal tools to design and develop presentation content.	<b>SE/TE:</b> Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; Video Analysis, 234; Research: Presentation with Graphics, 503; Speaking and Listening: Video Explanation, 234; Media Presentation, 778
12.1.b Credit information sources.	<p><b>SE/TE:</b> Enriching Writing with Research: Provide Appropriate Citations, 720; Use Footnotes or Endnotes, 721; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research: Notes and Citations, 168, 722</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Citing Sources, 257</p>

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12.1.c Demonstrate the ability to work collaboratively with diverse teams.	<b>SE/TE:</b> Working as a Team, 72–73, 176–177, 370–371, 470–471, 614–615, 728–729
12.1.d Anticipate and address alternative or opposing perspectives and counterclaims.	<b>SE/TE:</b> Performance Task: Present an Argument, 400–401; Present a Panel Discussion, 768–769; TV Commentary, 410; Debate, 189, 623; Launch Activity, 118, 242
12.1.e Evaluate the various techniques used to construct arguments in multimodal presentations.	<b>SE/TE:</b> Performance Task: Present an Argument, 400–401; Present a Panel Discussion, 768–769; TV Commentary, 410; Debate, 189, 623; also see: Rhetorical Devices, 66; Interaction and Development of Ideas, 195
12.1.f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	<b>SE/TE:</b> 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; Speaking and Listening: Discussion, 189; Panel Discussion, 525, 623; Debate, 623; Prepare to Compare: Comparing Poems, 488; Text Structure and Voice, 76; Prepare for Discussion, 94
12.1.g Critique effectiveness of multimodal presentations.	<b>SE/TE:</b> Whole Class Performance Task: Present and Evaluate, 101, 225, 401, 527, 665, 785; also see: Performance-Based Assessment (Review the Rubric): Speech, 110; Dramatic Reading, 536; Oral Recitation, 313; Panel Discussion, 189, 399; Podcast, 757; Multimedia Presentation, 525; TV Commentary, 410

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12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.	
12.2.a Describe possible cause and effect relationships between mass media coverage and public opinion trends.	<b>SE/TE:</b> For related material see: Passenger Manifest for the MV <i>Empire Windrush</i> , 217; Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; also see: Analyze Craft and Structure: Historical Context, 213; Influence Of Historical Period, 565, 579 Historical Context, 755  <i>Additional Resources:</i> myPerspectives Plus: Analyze Craft and Structure: Cause and Effect Organization; Graphic Organizers: Cause and Effect Map
12.2.b Evaluate media sources for relationships between intent and factual content.	<b>SE/TE:</b> Analyze the Media, 59, 98, 163, 357, 457, 661, 741
12.2.c Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	<b>SE/TE:</b> Analyze the Media, 59, 98, 163, 357, 457, 661, 741; TV Commentary, 410; Podcast, 757
12.2.d Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	<b>SE/TE:</b> Analyze the Media, 59, 98, 163, 357, 457, 661, 741; TV Commentary, 410; Podcast, 757; also see: Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687
12.2.e Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.	<b>SE/TE:</b> Media/Public Document & Analyze the Media: 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; Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410

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12.2.f Manage, analyze, and synthesize multiple streams of simultaneous information.	<b>SE/TE:</b> Analyze the Media, 59, 98, 163, 357, 457, 661, 741; Comparing a Text with a Radio Broadcast, 662; Writing to Compare, 663, 743; Comparing Historical Texts, 742; Research Presentation, 49, 603; Podcast, 757; Digital Presentation, 215; Multimedia Presentation, 525; TV Commentary, 410; A
12.2.g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	<b>SE/TE:</b> Brainstorm for Examples, 167; Notes and Quotations, 168; Research to Explore, 379; Speaking and Listening, 603; Gather Evidence, 719; Consulting Print and Digital Sources, R27; Using Search Terms, R28; Evaluating Internet Domains, R28 <b>TE only:</b> Digital Perspectives, 183; Research to Clarify, 185; Gathering Evidence, 223  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Citing Sources, 257
<b>Reading</b>	
12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
12.3.a Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	<b>SE/TE:</b> Suffixes, 46, 156, 293, 434, 620, 735; Prefixes, 81, 212, 311, 500, 642, 655, 780; Roots, 186, 277, 448, 485, 580, 600, 754; Affixes, 396; Synonyms, 81, 91, 190, 472, 490, 624, 642, 744, 758; Antonym, 84, 331; Word Network, 7, 241, 417, 543, 681
12.3.b Use context, structure, and connotations to determine meanings of words and phrases.	<b>SE/TE:</b> Context Clues, 74, 84, 190, 198, 384, 396, 472, 480, 490, 504, 516, 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 <b>TE only:</b> Concept Vocabulary, 191, 375, 377, 386, 483, 494, 508, 509, 627, 628, 732, 747, 748, 761; Vocabulary Development, 25, 138, 568; Context Vocabulary, 28

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<p>12.3.c Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p><b>SE/TE:</b> Word Study: Denotation and Connotation, 91, 566; Usage, 702; Word Origins and Connotation, 714 <b>TE only:</b> English Language Support, 672, 751</p>
<p>12.3.d Explain the meaning of common idioms, and literary and classical allusions in text.</p>	<p><b>SE/TE:</b> Allusions, 214, 502; Shakespeare Says..., 255; Old Words and Different Meanings, 256 <b>TE Only:</b> Digital Perspectives (Shakespeare and allusions), 129; Personalize for Learning: Clichés (idioms), 170; How Language Works: Changing Usage, 196; Personalize for Learning: Allusions, 213; Personalize for Learning: Idioms, 255, 361, 394, 501, 628</p>
<p>12.3.e Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.</p>	<p><b>SE/TE:</b> 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, 758, 764, 768, 780; Media Vocabulary, 50, 59, 96, 98, 160, 163, 216, 222, 354, 357, 452, 457, 658, 661, 738, 741 <b>TE only:</b> 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, 760, 761, 771, 776</p>
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p>	
<p>12.4.a Compare and contrast the development of British literature in its historical context.</p>	<p><b>SE/TE:</b> Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; also see: Analyze Craft and Structure: Historical Context, 213; Influence Of Historical Period, 565, 579 Historical Context, 755  <i>Additional Resources:</i> myPerspectives Plus: Reading and Literary Analysis: Analyze Cultural and Historical Context</p>



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<p>12.4.b Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.</p>	<p><b>SE/TE:</b> 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; also see: Analyze Craft and Structure: Archetypal Plots, 45; Meter, 294; Structure, 278, 621; 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; Development of Theme, 381, 486, 785; Gothic Literature, 599 <b>TE only:</b> Analyze Character, 4, 441; Analyze Rhyme and Meter, 89; Analyze a Flashback, 201; Investigate Character, 262; Analyze Plot, 263; Examine Character, 265; Track Rising Action, 266; Consider Motive, 272; Analyze Characterization, 308, 590; Explore Characterization, 306; Interpret Foreshadowing, 315; Explore Character, 317; Consider Motivation, 324; Analyze Flashbacks, 617</p>
<p>12.4.c Compare/contrast details in literary and informational nonfiction texts.</p>	<p><b>SE/TE:</b> Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 716–717, 742–743</p>
<p>12.4.d Interpret the social and cultural function of British literature.</p>	<p><b>SE/TE:</b> From Text to Topic, 10–11, 120–121, 244–245, 420–421, 540–541, 682–683; Historical Perspectives, 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687; Literature and Culture, 44, 432, 446, 564, 598; also see: Analyze Craft and Structure: Epics, 45; Archetypal Plots, 45; Gothic Literature, 599; Shakespearian Sonnet, 381; Culturally Specific, 755  <i>Additional Resources:</i> myPerspectives Plus: Reading and Literary Analysis: Analyze Cultural and Historical Context</p>

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<p>12.4.e Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Epics, 45; Structure, 278, 311; Word Choice and Theme, 82, 92; Meter, 294; Development of Theme, 381, 486, 785; Poetic Devices, 433; Lyric, 565; Sound Devices, 523; Sensory Language, 565, 643; Figurative Language, 633</p> <p><b>TE only:</b> Analyze a Lyric Speaker, 77, 86; Analyze a Free Verse Poem, 87; Analyze Rhyme and Meter, 89; Analyze Verse, 287; Analyze Rhyme, 376; Interpret Rhythm, Cadence, and Rhyme, 751; Interpret Rhyme, 752</p>
<p>12.4.f Compare and contrast traditional and contemporary poems from many cultures.</p>	<p><b>SE/TE:</b> Comparing Texts: The Prologue <i>from</i> The Canterbury Tales &amp; Video: The Prologue from The Canterbury Tales: The Remix, 129–163; Writing to Compare, 164–165</p> <p><i>Additional Resources:</i> myPerspectives Plus: Reading and Literary Analysis: Contemporary Interpretations of Classical Works; Narrative Poetry; Poetry of Cultural Identity;</p>
<p>12.4.g Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.</p>	<p><b>SE/TE:</b> Preparing to Read: The Tragedy of Macbeth, 250–251; Theater in Elizabethan England, 252–253; Shakespeare Says..., 255; Old Words and Different Meanings, 256; How to Read Shakespeare, 256; First Read: Drama, 258, 296, 334, 354; Analyze Craft and Structure: Structure, 278, 294, 312, 314; Shakespearean Tragedy, 349</p> <p><b>TE only:</b> Explore Literary Devices, 261; Analyze Plot, 263; Track Rising Action, 266; Explore Dialogue, 288; Investigate &amp; Examine Character, 262, 265; Interpret Soliloquy, 270; Interpret Dialogue, 275, 288; Identify Dramatic Irony, 298</p> <p><i>Additional Resources:</i> myPerspectives Plus: Reading and Literary Analysis: Drama: Dialogue and Stage Directions; Dramatic Speeches</p>

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12.4.h Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	<b>SE/TE:</b> 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 <b>TE only:</b> 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
12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.	
12.5.a Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	<b>SE/TE:</b> 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 <b>TE only:</b> Conclude (Informational), 130, 135, 136, 143, 148, 161, 387, 389, 390, 393, 394, 650, 653, 696, 733, 747, 770, 773
12.5.b Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	<b>SE/TE:</b> Media/Public Document: Passenger Manifest <i>for the MV Empire Windrush</i> , 216–221; Analyze the Media, 222; Research: Create Profile, 223; The Most Forgetful Man in the World, 646–655; Analyze Craft and Structure: Science Journalism, 656; Conventions and Style: Technical Writing and Audience, 657; Media/Radio Broadcast: When Memories Never Fade, the Past Can Poison the Present, 658–661; Comparing a Text with a Radio Broadcast, 662; Writing to Compare: Evaluative Essay, 663; Analyze Legal Meanings and Reasoning (U.S. Constitution & Brown v. Board of Education), R6–R7

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<p>12.5.c Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>	<p><b>SE/TE:</b> Comparing Text to Media: The Most Forgetful Man in the World, 646–655; Analyze Craft and Structure: Science Journalism, 656; 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; Writing to Compare, 743</p>
<p>12.5.d Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p>	<p><b>SE/TE:</b> Irony, 214; Analyze Craft and Structure: Satire (hyperbole, understatement, irony), 447; also see: Analyze Craft and Structure: Analyze Arguments, 397; Analyze Point of View and Purpose, 701; Situational Irony, 713 <b>TE only:</b> Identify Social Commentary, 135; Interpret a Paradox, 389; Conclude (ambiguity), 691</p> <p><i>Additional Resources:</i> myPerspectives Plus: Resources: Conventions and Style: Overstatement and Idioms</p>
<p>12.5.e Analyze false premises claims, counterclaims, and other evidence in persuasive writing.</p>	<p><b>SE/TE:</b> For related material see: Argument Model: As You Read, 6–7, 240–241; Analyze Craft and Structure: Analyze Arguments, 195, 397; Analyze Point of View and Purpose, 701; Cultural Conflict and Irony, 713; Conventions and Style: Voice and Development of Ideas, 703; also see: Writing: Analyze Argument Model, 62 <b>TE only:</b> Identify Social Commentary, 135; Analyze Reasoning, 653</p>

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<b>Writing</b>	
12.6 The student will write in a variety of forms to include persuasive/argumentative-reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.	
12.6.a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	<b>SE/TE:</b> 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, 604–611; Write an Informative Essay, 718–725; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 716–717, 742–743
12.6.b Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/Planning, 63, 361; Performance-Based Assessment: Focus and Organization, 109, 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
12.6.c Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.	<b>SE/TE:</b> Making Writing Sophisticated: Using Rhetorical Devices, 67; also see: Claims and Counterclaims, 63; Present Your Reasoning, 362; Whole-Class Performance Task: 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
12.6.d Blend multiple forms of writing including embedding a narrative to produce effective essays.	<b>SE/TE:</b> Write an Argument with a Narrative, 197; Interpretation, 358; also see: Gather Evidence, 63; Write an Explanatory Essay (possibility of embedding material from Chaucer), 166–173; Write an Argument, 360–367  <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive writing Lessons: The Writing Process-High School

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<p>12.6.e Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p>	<p><b>SE/TE:</b> 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>
<p>12.6.f Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.</p>	<p><b>SE/TE:</b> 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>
<p>12.6.g Revise writing for clarity of content, depth of information, and technique of presentation.</p>	<p><b>SE/TE:</b> Performance Task: Revising, 66, 172, 364, 464, 610, 724; also see: 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</p>
<p>12.6.h Write and revise to a standard acceptable both in the workplace and in postsecondary education.</p>	<p><b>SE/TE:</b> 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, 604–611; Write an Informative Essay, 718–725; Writing to Compare, 60–61, 94–95, 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 716–717, 742–743; Writing to Sources, 48, 99, 158, 197, 295, 352, 358, 383, 436, 450, 515, 602, 645, 767</p>
<p>12.6.i Write to clearly describe personal qualifications for potential occupational or educational opportunities.</p>	<p><b>SE/TE:</b> For related material see: Write a Personal Narrative, 604–611; Writing to Sources: Psychological Report, 295 <b>TE only:</b> Write a Letter, 206</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Writing a Cover Letter, 271; Writing a Memo, 273; Resources: Workplace Writing Powerpoint Presentation; Application for a Mariner’s License; Writing to Sources: Job Application</p>

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12.7 The student will self- and peer-edit writing for Standard English.	
12.7.a Use complex sentence structure to infuse sentence variety in writing.	<p><b>SE/TE:</b> Write It, 67; Writing to Compare, 716; Complex Sentence, R62</p> <p><i>Additional Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Sentences: Complex and Compound-Complex; Grammar Tutorials: Sentence Structure</p>
12.7.b Edit, proofread, and prepare writing for intended audience and purpose.	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 69, 173, 367, 467, 611, 725; Writing to Compare, 61, 95, 165, 359, 459, 489, 583, 663, 717, 743</p>
12.7.c Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<p><b>SE/TE:</b> Enriching Writing with Research: Provide Appropriate Citations, 722; Facts to be Cited, 723; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research: Notes and Citations, 168, 722</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Citing Sources, 257</p>

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<b>Research</b>	
12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.	
12.8.a Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	<p><b>SE/TE:</b> Research to Clarify &amp; 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><b>TE only:</b> 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>
12.8.b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	<p><b>SE/TE:</b> Research to Clarify &amp; 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; also see: Historical Writing, 187; Elements of Historical Writing, 736</p>



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<p>12.8.c Critically evaluate the accuracy, quality, and validity of the information.</p>	<p><b>SE/TE:</b> Review Evidence for an Informative Essay, 107, 791; Research: Research Overview, 99; Research Report, 635; Conduct Research, 719; Gather Evidence, 719; Writing to Compare: Research Report, 583; Conducting Research, R26–R35; also see: Historical Writing, 187; Elements of Historical Writing, 736</p> <p><b>TE only:</b> Evaluate Sources, 733</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Synthesizing Information from Different Sources, 245</p>
<p>12.8.d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p>	<p><b>SE/TE:</b> Enriching Writing with Research: Provide Appropriate Citations, 720; Use Footnotes or Endnotes, 721; Formats for Citing Sources, R34–R35; also see: Enriching Writing with Research: Notes and Citations, 168, 722</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Citing Sources, 257</p>
<p>12.8.e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p><b>SE/TE:</b> Notes and Citations, 168; Enriching Writing with Research: Provide Appropriate Citations, 720; Use Footnotes or Endnotes, 721; Avoiding Plagiarism, R32</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Citing Sources, 257</p>

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<p>12.8.f Demonstrate ethical use of the Internet.</p>	<p><b>SE/TE:</b> Brainstorm for Examples, 167; Notes and Quotations, 168; Research to Explore, 379; Speaking and Listening, 603; Gather Evidence, 719; Consulting Print and Digital Sources, R27; Using Search Terms, R28; Evaluating Internet Domains, R28</p> <p><b>TE only:</b> Digital Perspectives, 183; Research to Clarify, 185; Gathering Evidence, 223</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Citing Sources, 257</p>