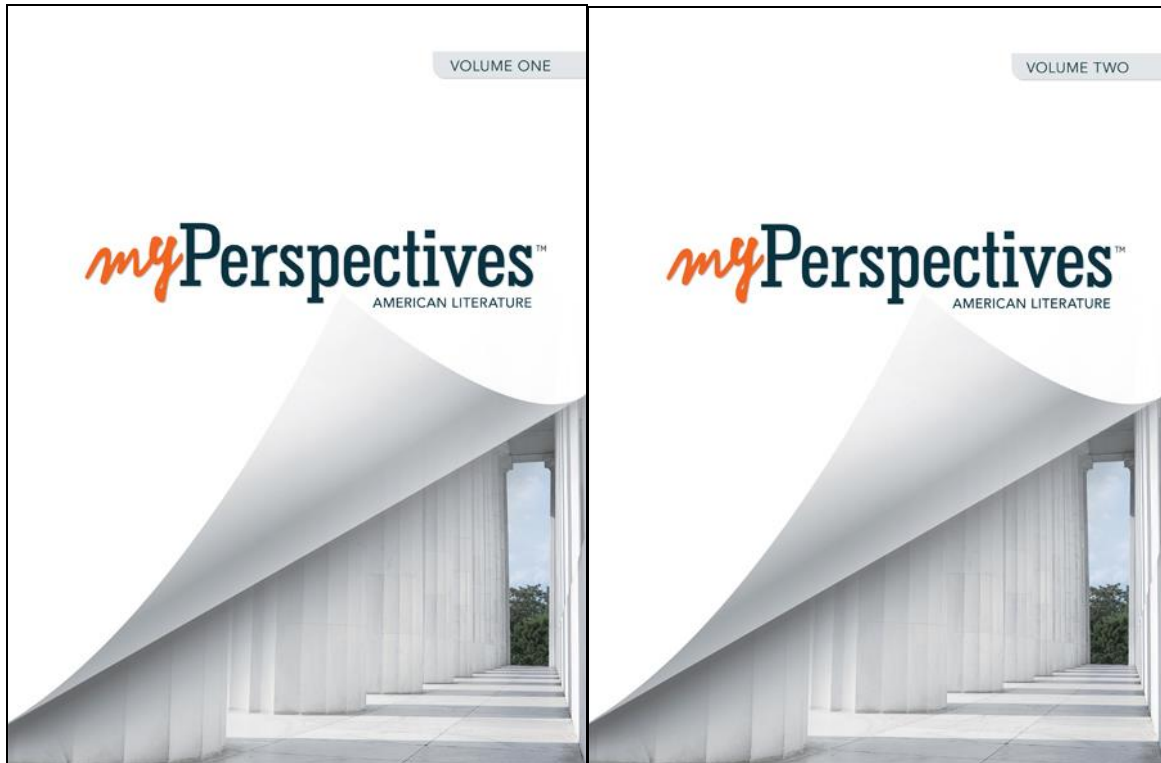


## A Correlation of



**Grade 11**

**To the**

**North Carolina  
Standard Course of Study  
for English Language Arts  
Grade 11**

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 11
<b>READING: LITERATURE</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p><b>RL.11-12.1</b> Cite strong and thorough textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text, including determining where the text leaves matters uncertain.</p> <p>In addition, students will apply this standard in Analyze the Text features, which appear with most literature selections in the program.</p>	<p><b>SE/TE:</b> “A Wagner Matinée,” 249; “The Notorious Jumping Frog of Calaveras County,” 426-427; “A White Heron,” 444-445; “The Jilting of Granny Weatherall,” 847, 851; <i>The Crucible</i>, 565, 581, 616, 620; “Everyday Use,” 774; “Everything Stuck to Him,” 788</p> <p>In addition, students will apply this standard in Analyze the Text features, which appear with most literature selections in the program.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 2-3, 9</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<p><b>RL.11-12.2</b> Determine two or more <b>themes</b> of a text and <b>analyze</b> their development over the course of the text, including how they interact and build on one another to <b>produce</b> a complex account; provide an <b>objective summary</b> of the text.</p>	<p><b>SE/TE: [Theme]</b> The Poetry of Emily Dickinson, 173; “The Story of an Hour,” 357; “A White Heron,” 445; “In the Longhouse, Oneida Museum,” 513; <i>The Crucible</i>, 684, 685; “Everyday Use,” 775 <b>[Summary]</b> “A Wagner Matinée,” 257; The Notorious Jumping Frog of Calaveras County, 425; A White Heron, 443; Unit 6 Introduction, 756; “The Jilting of Granny Weatherall,” 852</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 15-16, 22 <i>myPerspectives Plus ELA</i>&gt;Reading and Literary Analysis&gt;Theme</p>

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<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RL.11-12.3 Analyze</b> the impact of the author’s choices regarding how to <b>develop</b> and relate elements of a story or <b>drama</b> .	<p><b>SE/TE:</b> “A Wagner Matinée,” 259; “The Story of an Hour,” 357; <i>The Crucible</i>, Act I, 598, 626, 658; “Antojos,” 723, 724, 725, 726, 735; “Everyday Use,” 775; “Everything Stuck to Him,” 792-793; “The Leap,” 803; “The Jilting of Granny Weatherall,” 844, 854</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 28-29, 35</p>
<b>CCR Anchor Standard R.4</b> – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RL.11-12.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in the text; <b>analyze</b> the impact of specific word choices on <b>meaning</b> and <b>tone</b> , including words with multiple <b>meanings</b> or language that is particularly engaging.	<p><b>SE/TE:</b> The Writing of Walt Whitman, 165, 167; The Poetry of Emily Dickinson, 174, 175, 181; “A Wagner Matinée,” 259, 260; “The Notorious Jumping Frog of Calaveras County,” 428-429; “Chicago” / “Wilderness,” 500; “The Jilting of Granny Weatherall,” 855</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 35-36, 41-42, 48 <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language&gt;Sound Devices&gt;Rhyme <i>myPerspectives Plus ELA</i>&gt;&gt;Academic Vocabulary and Word Analysis Skills</p>

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<p><b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p><b>RL.11-12.5 Analyze</b> how an author’s choices concerning how to construct specific parts of a text contribute to its overall <b>structure</b> and <b>meaning</b> as well as its effect on the reader.</p>	<p><b>SE/TE:</b> “The Love Song of J. Alfred Prufrock,” 245; “A White Heron,” 448; “Chicago” / “Wilderness,” 501; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 519; <i>The Crucible</i>, 598; “Antojos,” 735; “Everything Stuck to Him,” 789; “An Occurrence at Owl Creek Bridge,” 840; “The Jilting of Granny Weatherall,” 854; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;  Common Core Companion Workbook  Literature, 54-55</p>
<p><b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p><b>RL.11-12.6 Analyze</b> a case in which grasping <b>perspective</b> requires distinguishing what is directly stated in a text from what is really meant.</p>	<p><b>SE/TE:</b> “The Love Song of J. Alfred Prufrock,” 245; “The Story of an Hour,” 358; “The Notorious Jumping Frog of Calaveras County,” 427; <i>The Crucible</i>, Act III, 659; “Everyday Use,” 772; “An Occurrence at Owl Creek Bridge,” 834, 840</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;  Common Core Companion Workbook  Literature, 61-62</p>

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<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RL.11-12.7 Analyze</b> multiple <b>interpretations</b> of a story, <b>drama</b> , or <b>poem</b> , evaluating how each version interprets the source text.	<p><b>SE/TE:</b> The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; “Wilderness” / Carl Sandburg Reads “Wilderness,” 494; <i>The Crucible</i> / <i>The Crucible</i>, (audio),” 690-691</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 68-69</p>
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>K-12 Not applicable to literature.</b>	
<b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RL.11-12.9 Analyze</b> how two or more texts from the same period treat similar <b>themes</b> or topics and compare the <b>approaches</b> the authors take.	<p><b>SE/TE:</b> The Writing of Walt Whitman, 164-165; The Poetry of Emily Dickinson, 180-181; from <i>Life on the Mississippi</i>, 414; “The Notorious Jumping Frog of Calaveras County,” 426, 430; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 75-76</p>

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<p><b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p><b>RL.11-12.10</b> By the end of grade 11, read and understand literature within the 11-12 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> The Writing of Walt Whitman, 152; “The Love Song of J. Alfred Prufrock,” 238; “A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829;</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 82-83</p>

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 11
<b>READING: INFORMATIONAL TEXT</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p><b>RI.11-12.1</b> Cite strong and thorough textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text, including determining where the text leaves matters uncertain.</p>	<p><b>SE/TE:</b> Declaration of Independence, 24; Letter to John Adams / from <i>Dear Abigail</i>, 104, 105, 108, 110, 111, 112; from <i>Walden</i> / “Civil Disobedience,” 227; from <i>Life on the Mississippi</i>, 414; from <i>Farewell to Manzanar</i>, 715</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 90-91, 97</p> <p>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</p>
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<p><b>RI.11-12.2</b> Determine two or more <b>central ideas</b> of a text and <b>analyze</b> their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an <b>objective summary</b> of the text.</p>	<p><b>SE/TE: [Central Idea]</b> <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 <b>[Summary]</b> Unit Introductions (1-5), 8, 144, 280, 398, 550</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 103-104, 110</p>



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<p><b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p><b>RI.11-12.3 Analyze</b> a complex set of ideas or <b>sequence of events</b> and explain how specific individuals, ideas, or <b>events</b> interact and <b>develop</b> over the course of the text.</p>	<p><b>SE/TE:</b> from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 715; “A Brief History of the Short Story,” 825</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;            Common Core Companion Workbook            Literature, 116-117</p>
<p><b>CCR Anchor Standard R.4</b> – Interpret words and <b>phrases</b> as they are used in a text and analyze how specific word choices shape meaning or tone.</p>	
<p><b>RI.11-12.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> how an author uses and refines the <b>meaning</b> of a key term or terms over the course of a text.</p>	<p><b>SE/TE:</b> Gettysburg Address, 122, 123; “Ain’t I a Woman,” 336; Brown v. Board of Education: Opinion of the Court, 367; from <i>Life on the Mississippi</i>, 408, 410, 417; from <i>Dust Tracks on a Road</i>, 484, 486, 490; from <i>The Way to Rainy Mountain</i>, 523, 529</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;            Common Core Companion Workbook            Literature, 35–36, 42, 123-124, 130  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Analysis Skills</p>

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<p><b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p><b>RI.11-12.5</b> Analyze and evaluate the effectiveness of the <b>structure</b> an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 35; “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; from “Nature” / from “Self-Reliance,” 210; from <i>What to the Slave Is the Fourth of July?</i>, 294-295; Second Inaugural Address, 304-305; Declaration of Sentiments / “Giving Women the Vote,” 344, 350-351; Brown v. Board of Education: Opinion of the Court, 368, 378, 379; “Was ‘Brown v. Board’ a Failure?,” 376; “A Brief History of the Short Story,” 825m</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 136-137</p>
<p><b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p><b>RI.11-12.6</b> Determine an author’s <b>point of view</b> or purpose in a text in which the <b>rhetoric</b> is particularly effective, <b>analyzing</b> how style and content contribute to the power, and/or persuasiveness of the text.</p>	<p><b>SE/TE:</b> Declaration of Independence, 27; Speech in the Convention, 47; America’s Constitution: A Biography, 80; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 99; Gettysburg Address, 124; from <i>Walden</i> / from “Civil Disobedience,” 226, 228; “Ain’t I a Woman?,” 335; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Life on the Mississippi</i>, 415; from <i>Dust Tracks on a Road</i>, 489, 490; from <i>The Way to Rainy Mountain</i>, 528from <i>Farewell to Manzanar</i>, 715</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 143-144, 150 <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Author’s Conclusions&gt;Author’s Voice</p>

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<p><b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>RI.11-12.7</b> Integrate and <b>evaluate</b> multiple sources of information presented in different media or formats, including visually and <b>quantitatively</b>, as well as in words in order to address a question or solve a problem.</p>	<p><b>SE/TE:</b> “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; “Perspectives on Lincoln,” 316; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 156-157</p>
<p><b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>RI.11-12.8</b> <b>Delineate</b> and <b>evaluate</b> the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.</p>	<p><b>SE/TE:</b> Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from “Nature” / from “Self-Reliance,” 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 170-171</p>

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<p><b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>RI.11-12.9 Analyze</b> foundational U.S. and/or British documents of historical and literary significance for their <b>themes</b>, purposes, and <b>rhetorical</b> features.</p>	<p><b>SE/TE:</b> Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from “Nature” / from “Self-Reliance,” 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt; Common Core Companion Workbook Literature, 170-171</p> <p>See myPerspectives grades 9 &amp; 10 for additional United States documents of historical and literary significance.</p>
<p><b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p><b>RI.11-12.10</b> By the end of grade 11, read and understand informational texts within the 11-12 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students apply this standard with informational text selections throughout the program, including but not limited to the following:</p> <p><b>SE/TE:</b> Declaration of Independence, 16; Speech in the Convention, 40; “The American Revolution: Visual Propaganda,” 52; from <i>America’s Constitution: A Biography</i>, 72; from <i>The United States Constitution: A Graphic Adaptation</i>, 82; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Letter to John Adams / from <i>Dear Abigail</i>, 102; from “Nature” / from “Self-Reliance,” 204; Perspectives on Lincoln,” 310; “Giving Women the Vote,” 346; Brown v. Board of Education: Opinion of the Court, 360; “Was ‘Brown v. Board’ a Failure?,” 370; from <i>Life on the Mississippi</i>, 406; “Interview with George Takei,” 716</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt; Common Core Companion Workbook Literature, 177-178</p>

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<b>WRITING</b>	
<b>CCR Anchor Standard W.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<p><b>W.11-12.1</b> Write <b>arguments</b> to support <b>claims</b> in an <b>analysis</b> of substantive topics or texts, using valid reasoning and relevant and sufficient <b>evidence</b>.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185-195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-High School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185-195  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-High School</p>

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<p>b. Introduce precise, knowledgeable <b>claim(s)</b>, establish the significance of the <b>claim(s)</b>, <b>distinguish</b> the <b>claim(s)</b> from alternate or opposing claims, and create an <b>organization</b> that logically sequences <b>claim(s)</b>, <b>counterclaims</b>, <b>reasons</b>, and <b>evidence</b>.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; America’s Constitution: A Biography, 81; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 61, 64, Unit 5: 693, 696; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 186-189</p>
<p>c. <b>Develop claim(s)</b> and <b>counterclaims</b> fairly and thoroughly, supplying the most relevant <b>evidence</b> 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 <b>biases</b>.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 61, 63, Unit 5: 693</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 186-189</p>
<p>d. Use words, <b>phrases</b>, and clauses as well as varied <b>syntax</b> to link the major sections of the text, create <b>cohesion</b>, and clarify the relationships between <b>claim(s)</b> and reasons, between reasons and <b>evidence</b>, and between <b>claim(s)</b> and <b>counterclaims</b>.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 65, Unit 5: 698</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 190</p>

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<p>e. Establish and maintain a <b>formal style</b> and <b>objective tone</b> while attending to the <b>norms and conventions of the discipline</b> in which they are writing.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101 Whole-Class Performance Task, Unit 1: 66, Unit 5: 698</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 190, 194</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 64, Unit 5: 696</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 191</p>
<p>g. <b>Develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 185-195 <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-High School&gt;The Writing Process-High School</p>

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<p><b>CCR Anchor Standard W.2</b> – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>W.11-12.2</b> Write <b>informative/explanatory texts</b> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 38; from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain't I a Woman?," 337; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 196-207  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School</p>



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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 196-207  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School</p>
<p>b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include <b>formatting, graphics</b>, and multimedia when useful to aiding comprehension.</p>	<p><b>SE/TE:</b> from <i>America's Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; "Ain't I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, Unit 4: 451, 454; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 197, 199, 200, 201</p>

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<p>c. <b>Develop</b> the topic thoroughly by selecting the most significant and relevant facts, <b>extended definitions, concrete details</b>, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 38; from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain’t I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, 322, Unit 4: 452, 453, 454</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 198, 200, 201</p>
<p>d. Use appropriate and varied <b>transitions</b> and <b>syntax</b> to link the major sections of the text, create <b>cohesion</b>, and clarify the relationships among complex ideas and concepts.</p>	<p><b>SE/TE:</b> "The Love Song of J. Alfred Prufrock," 247; Declaration of Sentiments / "Giving Women the Vote," 350; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 199, 201</p>

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<p>e. Use precise language, <b>domain-specific vocabulary</b>, and techniques such as metaphor, simile, and <b>analogy</b> to manage the complexity of the topic.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456; "The Leap," 806</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 201, 202</p>
<p>f. Establish and maintain a <b>formal</b> style and <b>objective tone</b> while attending to the <b>norms and conventions of the discipline</b> in which they are writing.</p>	<p><b>SE/TE:</b> from <i>What to the Slave Is the Fourth of July?</i>, 298; Perspectives on Lincoln, 316; Whole-Class Performance Task, Unit 3: 318; Unit 4: 456; "Everyday Use," 777</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>SE/TE :</b> The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "Ain't I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 322, 324, Unit 4: 454</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 199, 202</p>

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<p align="center"><b>North Carolina Standard Course of Study for English Language Arts</b></p>	<p align="center"><b>myPerspectives Grade 11</b></p>
<p>h. <b>Develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 38; from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain't I a Woman?," 337; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 196-207  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School&gt;The Writing Process-High School</p>

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<b>CCR Anchor Standard W.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W.11-12.3</b> Write <b>narratives</b> to <b>develop</b> real or imagined experiences or <b>events</b> using effective technique, well-chosen details, and well-structured event sequences.	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self- Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 208-218  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-High School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self- Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 208-218  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-High School</p>

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<p>b. Engage and orient the reader by setting out a problem, situation, or <b>observation</b> and its significance, establishing one or multiple <b>point(s) of view</b>, and introducing a narrator and/or <b>characters</b>; create a smooth progression of experiences or <b>events</b>.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 193, 194, Unit 6: 809, 810</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 209, 210, 211</p>
<p>c. Use narrative techniques, such as <b>dialogue</b>, <b>pacing</b>, <b>description</b>, <b>reflection</b>, and multiple plot lines, to <b>develop</b> experiences, <b>events</b>, and/or <b>characters</b>.</p>	<p><b>SE/TE:</b> from “Nature” / from “Self- Reliance,” 213; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 197, Unit 6: 811, 814</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 212</p>
<p>d. Use a variety of techniques to sequence <b>events</b> so that they build on one another to create a <b>coherent</b> whole and build toward a particular <b>tone</b> and outcome.</p>	<p><b>SE/TE:</b> “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 213</p>
<p>e. Use precise words and <b>phrases</b>, telling details, and sensory language to convey a vivid picture of the experiences, <b>events</b>, <b>setting</b>, and/or <b>characters</b>.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 195, 197, 198, Unit 6: 813</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 214</p>

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<p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the <b>narrative</b>.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, 197, Unit 6: 810, 814</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 214</p>
<p>g. <b>Develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self-Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 208-218  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-High School&gt;The Writing Process-High School</p>

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<b>CCR Anchor Standard W.4</b> – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
<b>W.11-12.4</b> Use <b>digital tools</b> and resources to <b>produce, publish</b> , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 62, 67, Unit 2: 199, Unit 4: 452; Small-Group Performance Task, Unit 2: 262; Small-Group Performance Task, Unit 5: 738</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 233, 234  <i>myPerspectives Plus ELA</i>&gt;Writing and Research Interactive Research Lesson&gt;Sources and Evidence  <i>myPerspectives Plus ELA</i>&gt;Writing and Research &gt;Interactive Writing Lessons&gt;The Writing Process</p>
<b>CCR Anchor Standard W.5</b> – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>W.11-12.5</b> Conduct short as well as more sustained <b>research</b> 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><b>SE/TE:</b> Gettysburg Address, 125; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 293; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 240, 241, 244  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Research Lesson&gt;Sources and Evidence-High School</p>



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<b>CCR Anchor Standard W.6</b> – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.11-12.6</b> Gather relevant information from multiple authoritative print and <b>digital sources</b> , using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, <b>purpose</b> , 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><b>SE/TE:</b> Gettysburg Address, 125; from <i>Walden</i> / from “Civil Disobedience,” 229; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; “Perspectives on Lincoln,” 317; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 247-260  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Research Lessons&gt;Integrating Quotations, Media, and Citations-High School</p>
<b>SPEAKING AND LISTENING</b>	
<b>CCR Anchor Standard SL.1</b> – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<b>SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 278-285  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions&gt;Evaluating Presentations&gt;Giving a Presentation</p>

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<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to <b>evidence</b> from texts and other <b>research</b> on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; "Everyday Use," 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 279-281  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt;Evaluating Presentations&gt;Giving a Presentation</p>
<p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p><b>SE/TE:</b> Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 284  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt;Evaluating Presentations&gt;Giving a Presentation</p> <p>In addition, students apply this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</p>

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<p>c. Propel conversations by posing and responding to <b>questions</b> that probe reasoning and <b>evidence</b>; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 284  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions&gt;Evaluating Presentations&gt;Giving a Presentation</p> <p>In addition, students apply this standard in Launch Activity features, which appear in the Unit Introduction and in Working as a Team features, which appear in the Small Group Learning Overview lessons.</p>
<p>d. <b>Respond</b> thoughtfully to diverse perspectives; synthesize comments, <b>claims</b>, and <b>evidence</b> made on all sides of an issue; resolve contradictions when possible; and determine what additional information or <b>research</b> is required to deepen the investigation or complete the task.</p>	<p><b>SE/TE:</b> Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 284  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions&gt;Evaluating Presentations</p>

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<b>CCR Anchor Standard SL.2</b> – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>SL.11-12.2</b> Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<p><b>SE/TE:</b> “The American Revolution: Visual Propaganda,” 59; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508–509</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 286, 287  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt; Giving a Presentation</p>
<b>CCR Anchor Standard SL.3</b> – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<b>SL.11-12.3 Evaluate</b> a speaker’s <b>point of view, reasoning, and use of evidence and rhetoric</b> , assessing the stance, premises, links among ideas, word choice, points of emphasis, and <b>tone</b> used.	<p><b>SE/TE:</b> Speech in the Convention, 51; Gettysburg Address, 124; from <i>Emily Dickinson</i>, 189; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; from <i>What to the Slave Is the Fourth of July?</i>, 299; Second Inaugural Address, 309; “Giving Women the Vote,” 349; “Interview with George Takei,” 719; Small-Group Performance Task, Unit 2: 262-263; Unit 5: 738-739</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 290, 291, 294  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt;Evaluating Presentations</p>

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<p><b>CCR Anchor Standard SL.4</b> – Present information, findings, and supporting evidence such that listeners can follow the <b>line of reasoning</b> and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>SL.11-12.4</b> Present information, findings, and supporting <b>evidence</b>, conveying a clear and distinct perspective, such that listeners can follow the <b>line of reasoning</b>, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to <b>purpose</b>, audience, and a <b>range of formal and informal tasks</b>.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 39; Letter to John Adams / from <i>Dear Abigail</i>, 117; “Innovators and Their Inventions,” 235; <i>The Crucible</i>, 684; “The Leap,” 806; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 2: 272, Unit 3: 390, Unit 4: 542, Unit 5: 748, Unit 6: 868; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 297, 298, 301  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt; Giving a Presentation</p>
<p><b>CCR Anchor Standard SL.5</b> – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>SL.11-12.5</b> Make strategic use of <b>digital media</b> in presentations to enhance understanding of findings, reasoning, and <b>evidence</b> and to add interest.</p>	<p><b>SE/TE:</b> Speech in the Convention, 51; “The American Revolution: Visual Propaganda,” 59; “The Love Song of J. Alfred Prufrock,” 247; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509; Small-Group Performance Task, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 3: 390, Unit 6: 868</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 304, 305  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt; Giving a Presentation</p>

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<b>LANGUAGE</b>	
<b>CCR Anchor Standard L.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
<b>L.11-12.1</b> Demonstrate command of the conventions of standard English <b>grammar</b> and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.	<p><b>SE/TE:</b> from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 100; “The Love Song of J. Alfred Prufrock,” 246; from <i>What to the Slave Is the Fourth of July?</i>, 297; Second Inaugural Address, 307; Declaration of Sentiments, 345; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; <i>The Crucible</i>, 599; “Antojos,” 736; “Everything Stuck to Him,” 791; Whole-Class Performance Task, Unit 1: 65, 67, Unit 2: 199, Unit 3: 323, 325, Unit 4: 457, Unit 5: 697, 699, Unit 6: 815; Grammar Handbook, R59-R65</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt; Conversations and Discussions&gt; Giving a Presentation</p>
<b>CCR Anchor Standard L.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
<b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, <b>punctuation</b> , and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.	<p><b>SE/TE:</b> Speech in the Convention, 49; “A Literature of Place,” 471; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; Grammar Handbook, R66-R68</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Interactive Grammar Practice Lessons</p>

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<b>CCR Anchor Standard L.3</b> – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
<b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different <b>contexts</b> , to make effective choices for <b>meaning</b> or style, and to comprehend more fully when reading or listening.	<b>SE/TE:</b> from “Nature” / from “Self-Reliance,” 212; from <i>What to the Slave Is the Fourth of July?</i> , 297; Second Inaugural Address, 306; “Ain’t I a Woman?,” 336; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; “A White Heron,” 446; <i>The Crucible</i> , 599; “Everything Stuck to Him,” 790
a. Vary <b>syntax</b> for effect, consulting references for guidance as needed; apply an understanding of <b>syntax</b> to the study of complex texts when reading.	<b>SE/TE:</b> Declaration of Independence, 27; Speech in the Convention, 49; from “Nature” / from “Self-Reliance,” 212; “Everyday Use,” 776; “An Occurrence at Owl Creek Bridge,” 841; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook Literature 322, 323

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<p><b>CCR Anchor Standard L.4</b> – Determine and/or clarify the meaning of unknown and multiple-meaning words and <b>phrases</b> by using <b>context</b> clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p><b>L.11-12.4</b> Determine and/or clarify the <b>meaning of unknown and multiple-meaning words and phrases</b> based on grades 11–12 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b>, and <b>reference materials</b>.</p>	<p><b>SE/TE:</b> Preamble to the Constitution / Bill of Rights, 36; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Gettysburg Address, 118; “A Literature of Place,” 462; from <i>Dust Tracks on a Road</i>, 488; “Chicago” / “Wilderness,” 492; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510; from <i>The Way to Rainy Mountain</i>, 520; from <i>Farewell to Manzanar</i>, 704; “Antojos,” 722; “An Occurrence at Owl Creek Bridge,” 839</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons</p> <p>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</p>
<p><b>CCR Anchor Standard L.5</b> – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p><b>L.11-12.5</b> Demonstrate understanding of <b>figurative language and nuances</b> in word meanings.</p>	<p><b>SE/TE:</b> The Poetry of Emily Dickinson, 182; “The Notorious Jumping Frog of Calaveras County,” 428; from <i>Dust Tracks on a Road</i>, 488; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 518; from <i>The Way to Rainy Mountain</i>, 529; <i>The Crucible</i>, 597, 657; “The Jilting of Granny Weatherall,” 855</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language</p>



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<p>a. Interpret figures of speech in <b>context</b> and <b>analyze</b> their role in the text based on grades 11-12 reading and content.</p>	<p><b>SE/TE:</b> "A Wagner Matinée," 260; "The Story of an Hour," 353; "The Notorious Jumping Frog of Calaveras County," 426; from <i>Dust Tracks on a Road</i>, 490; "Chicago" / "Wilderness," 500; <i>The Crucible</i>, 637; The Leap, 796</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;  Common Core Companion Workbook  Literature 332, 333</p>
<p>b. <b>Analyze nuances</b> in the <b>meaning</b> of words with similar <b>denotations</b>.</p>	<p><b>SE/TE:</b> Gettysburg Address, 122; Second Inaugural Address, 306; "The Story of an Hour," 356; "The Notorious Jumping Frog of Calaveras County," 428; <i>The Crucible</i>, 657</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;  Common Core Companion Workbook  Literature 334, 335</p>

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<p><b>CCR Anchor Standard L.6</b> – Acquire and use accurately a range of general academic and <b>domain-specific</b> words and <b>phrases</b> sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p><b>L.11-12.6</b> Acquire and use accurately general academic and <b>domain-specific</b> words and <b>phrases</b>, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or <b>phrase</b> important to comprehension or expression.</p>	<p><b>SE/TE:</b> Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; <i>The United States Constitution: A Graphic Adaptation</i>, 82; “Innovators and Their Inventions,” 230; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; “American Regional Art,” 472, 477; “Sandburg’s Chicago,” 502, 507; Small-Group Performance Task, Unit 4: 533; <i>The Crucible</i>, 625; “Interview with George Takei,” 716, 719</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> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 336, 337  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Study</p>