A Correlation of

Grade 11

To the

Kansas Evidence-Based
Reading Instruction Guidelines
Structured Literacy Checklist
A Correlation of myPerspectives, American Literature to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

Introduction

This document demonstrates how myPerspectives™ English Language Arts meets the skills of the Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.
### A Correlation of myPerspectives, American Literature to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

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<thead>
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<th>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</th>
<th>myPerspectives English Language Arts American Literature</th>
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<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
</tr>
<tr>
<td>Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)</td>
<td>myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
</tbody>
</table>
| Syllable segmentation and blending | For supporting content please see:  
**SE/TE:**  
Word Study, 26, 48, 79, 98, 166, 210, 226, 244, 248, 296, 334, 416, 446, 469, 527, 597, 713, 804, 824, 839, 853  
Concept Vocabulary, 92, 118, 214, 352, 480  
**TE Only:**  
Vocabulary Development, 157, 354, 372  
Vocabulary Development: Word Analysis, 239  
Personalize for Learning, 679  
**Digital Resources:**  
myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Latin Word Part: super- |
| **Phonemic awareness including segmentation, blending, and manipulation.** |  |
| • Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words) | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| • Phoneme Blending (i.e., blending sounds to form words) | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| • Phoneme Segmentation (i.e. breaking words into individual phonemes) | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| • Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| • Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| **Sound-Symbol Association** |  |
| Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery. | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
| Blending sounds and letters into words to mastery. | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |
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<tr>
<td>Segmenting whole words into individual sounds to mastery.</td>
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<tr>
<td>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</td>
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**Syllable Instruction**

Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable

| | myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program. |

Syllable division rules

For supporting content please see:

**SE/TE:**
- Word Study, 26, 48, 79, 98, 166, 210, 226, 244, 248, 296, 334, 416, 446, 469, 527, 597, 713, 804, 824, 839, 853
- Concept Vocabulary, 92, 118, 214, 352, 480

**TE Only:**
- Vocabulary Development, 157, 354, 372
- Vocabulary Development: Word Analysis, 239
- Personalize for Learning, 679

**Digital Resources:**
- myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Latin Word Part: super-
### Orthography
Focus on spelling patterns, rules, and word meanings including parts of speech and word origin

**SE/TE:**
- Word Study, 182, 517, 680, 734
- Conventions and Style, 599

**TE Only:**
- Vocabulary Development, 119, 176, 218, 480, 625, 778
- Analyze Connotations, 408
- Examine Adjectives, 521
- How Language Works, 710, 728

**Digital Resources:**
- myPerspectives Grade 11>Unit Resources>Unit 2: The Individual and Society>Poetry Collection>Conventions and Style: Parts of Speech
- >Unit 5: Facing Our Fears>The Crucible Act IV>Word Study: Etymology (RP)
- myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 Domain-Specific Vocabulary

Explicit instruction in letter formation

**myPerspectives** is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.

### Morphology
Study of base words, roots, prefixes and suffixes

**SE/TE:**
- Word Study, 26, 48, 79, 98, 166, 210, 226, 244, 248, 296, 334, 416, 446, 469, 527, 597, 713, 804, 824, 839, 853
- Concept Vocabulary, 92, 118, 214, 352, 360, 480, 704, 842

**TE Only:**
- Vocabulary Development, 157, 354, 372
- Vocabulary Development: Word Analysis, 239
- Personalize for Learning, 679

**Digital Resources:**
- myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Latin Word Part: super-
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| **Study of endings (inflectional and derivational)** | SE/TE: Word Study, 48, 79, 182, 258, 416, 469, 713, 839  
**TE Only:** Vocabulary Development, 75  
Vocabulary Development: Word Analysis, 239  
How Language Works, 422  
**Digital Resources:** myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Word Roots and Suffixes: -jec(t), -ity, -ous |
| **Grammar/Syntax** | **Focus on grammar and sentence variations**  
SE/TE: Conventions and Style, 49, 212, 297, 345, 377, 447, 736, 841  
Language Development: Conventions, 65  
**TE Only:** How Language Works, 696  
**Digital Resources:** myPerspectives Grade 11>Unit Resources>Unit 4: Grit and Grandeur>A White Heron>Conventions and Style: Sentence Variety  
myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Clauses: Main, Subordinate, and Relative |
| **Study of mechanics of language and function of word order to convey meaning** | SE/TE: Conventions and Style, 27, 37, 100, 471  
**TE Only:** Analyze Syntax, 18  
Using Punctuation, 162  
**Digital Resources:** myPerspectives Plus>Conventions>Grammar Tutorials>Comma Usage Grammar Tutorial |

SE = Student Edition  
TE = Teacher Edition
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<td><strong>Vocabulary</strong></td>
<td>This objective is addressed throughout. See, for example: <strong>SE/TE:</strong> Vocabulary, 7, 143, 279, 397, 549, 755 Concept Vocabulary, 16, 170, 288, 352, 418, 520, 628, 780, 804 Media Vocabulary, 58, 189, 230, 316, 346, 477, 686, 716 <strong>TE Only:</strong> Identify Technical Terms, 410 <strong>Digital Resources:</strong> myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons&gt;Grades 11-12 General Academic Vocabulary</td>
</tr>
<tr>
<td>Words taught explicitly in multiple settings</td>
<td><strong>SE/TE:</strong> Word Study, 36, 306 Concept Vocabulary, 72 <strong>TE Only:</strong> Personalize for Learning, 52, 112, 403, 514 Vocabulary Development, 208, 472, 771, 831 <strong>Digital Resources:</strong> myPerspectives Grade 11&gt;Unit Resources&gt;Unit 3: Power, Protest, and Change&gt;Second Inaugural Address&gt;Word Study: Synonyms and Nuances (RP) myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Multiple Meaning Words</td>
</tr>
<tr>
<td>Synonyms, antonyms, and multiple meanings integrated into classroom discussion</td>
<td>For supporting content please see: <strong>SE/TE:</strong> Media Vocabulary, 58, 89, 234, 316, 507</td>
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<td>Essential features with visual representations for concepts identified during discussion</td>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>Fluency</td>
<td><strong>SE/TE:</strong> Speaking and Listening: Deliver the Speech, 39 Speaking and Listening: Deliver Your Reading and Analysis, 309 Speaking and Listening: Oral Presentation, 542 Speaking and Listening: Speech, 748 Speaking and Listening: Prepare Your Delivery, 793</td>
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| Use of normative data to ensure adequate progress | For supporting content please see:  
**TE Only:**  
Speaking and Listening: Deliver Your Reading and Analysis, 309  
Speaking and Listening: Prepare Your Delivery, 793 |

### Reading Comprehension

**Process of deriving meaning and establishing a coherent mental model of the text's content**  
This objective is addressed throughout. See, for example:  
**SE/TE:**  
Analyze the Text, 24, 180, 294, 414, 680, 734, 788  
Analyze the Media, 58, 89, 234, 316, 477  
Analyze Craft and Structure, 80, 357, 445, 500  
Author's Style, 805  
**TE Only:**  
Analyze Imagery, 256, 464, 496  
**Digital Resources:**  
myPerspectives Plus>Reading Skills and Literary Analysis>Imagery

**Attention to integration of ideas within text and between texts**  
**SE/TE:**  
Analyze the Text, 46, 304  
Comparing Texts, 370, 418, 520, 842  
Writing to Compare, 378-379, 430-431, 530-531, 856-857  
**Digital Resources:**  
myPerspectives Grade 11>Unit Resources>Unit 3: Power, Protest, and Change>Giving Women the Vote>Writing to Compare: Compare-and-Contrast Essay
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| Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details) | **SE/TE:**  
Analyze Craft and Structure, 35, 165, 181, 295, 305, 735, 825, 854  
**TE Only:**  
Finding the Main Idea, 95  
Determine Main Ideas, 208  
Personalize for Learning, 466  
**Digital Resources:**  
myPerspectives Grade 11>Unit Resources>Unit 1: Writing Freedom>Preamble to the U.S. Constitution/Bill of Rights>Analyze Craft and Structure: Structure  
>Unit 6: Ordinary Lives, Extraordinary Tales>Everything Stuck to Him>Analyze Craft and Structure: Narrative Structure |
| Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations | For supporting content please see:  
**TE Only:**  
Analyze Story Structure, 782 |
| Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc) | **SE/TE:**  
Analyze Craft and Structure, 47  
Author’s Style, 124, 336, 417, 429, 490, 529, 659, 855  
Conventions and Style, 260, 358  
Word Study, 367, 625  
**TE Only:**  
Vocabulary Development, 94  
Personalize for Learning, 107  
Interpret Metaphors, 175  
Analyze Figurative Language, 219  
How Language Works: Poetic Devices, 259, 523  
Analyze Rhetorical Devices, 289  
Understand Regional Dialect, 420  
Explore Figurative Language, 440  
Analyze Similes, 514, 796  
Analyze Metaphors, 637  
Recognize a Euphemism, 650  
Identify Extended Metaphor, 821  
**Digital Resources:**  
myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language & Extended Metaphor |
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<td>Use of graphic organizers</td>
<td>SE/TE:  Analyze Craft and Structure, 35, 181, 259, 335, 357, 445, 500, 598, 682, 735, 840  Comprehension Check, 57, 315  Author’s Style, 81, 116, 659, 683  <strong>Digital Resources:</strong>  myPerspectives Plus&gt;Graphic Organizers and Rubrics&gt;Graphic Organizers&gt;Three-column Chart</td>
</tr>
</tbody>
</table>

## Delivery of Instruction

| Explicit instruction in a gradual release model | SE/TE:  Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 139, 275, 393, 545, 751  **TE Only:**  Student-Centered Learning, T18-T19 |