

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.

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Phonological Awareness	
Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.
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.	
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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.
<ul style="list-style-type: none"> 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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<p>Segmenting whole words into individual sounds to mastery.</p>	<p>myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.</p>
<p>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</p>	<p>myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.</p>
<p>Syllable Instruction</p>	
<p>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</p>	<p>myPerspectives is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.</p>
<p>Syllable division rules</p>	<p>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-</p>

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<p>Orthography</p>	
<p>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</p>	<p>SE/TE: Word Study, 182, 517, 680, 734 Conventions and Style, 599</p> <p>TE Only: Vocabulary Development, 119, 176, 218, 480, 625, 778 Analyze Connotations, 408 Examine Adjectives, 521 How Language Works, 710, 728</p> <p>Digital Resources: <i>myPerspectives Grade 11</i>>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) <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 Domain-Specific Vocabulary</p>
<p>Explicit instruction in letter formation</p>	<p><i>myPerspectives</i> is a literature and informational text-based curriculum, therefore this skill lies outside the scope of this program.</p>
<p>Morphology</p>	
<p>Study of base words, roots, prefixes and suffixes</p>	<p>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</p> <p>TE Only: Vocabulary Development, 157, 354, 372 Vocabulary Development: Word Analysis, 239 Personalize for Learning, 679</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Word Study Worksheets>Latin Word Part: super-</p>

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

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Vocabulary	
Words taught explicitly in multiple settings	<p>This objective is addressed throughout. See, for example: SE/TE: 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</p> <p>TE Only: Identify Technical Terms, 410</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 11-12 General Academic Vocabulary</p>
Synonyms, antonyms, and multiple meanings integrated into classroom discussion	<p>SE/TE: Word Study, 36, 306 Concept Vocabulary, 72</p> <p>TE Only: Personalize for Learning, 52, 112, 403, 514 Vocabulary Development, 208, 472, 771, 831</p> <p>Digital Resources: <i>myPerspectives Grade 11>Unit Resources>Unit 3: Power, Protest, and Change>Second Inaugural Address>Word Study: Synonyms and Nuances (RP)</i> myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words</p>
Essential features with visual representations for concepts identified during discussion	<p>For supporting content please see: SE/TE: Media Vocabulary, 58, 89, 234, 316, 507</p>
Fluency	
Attention to accuracy, rate, and prosody	<p>SE/TE: 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</p>

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<p align="center">Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</p>	<p align="center">myPerspectives English Language Arts American Literature</p>
<p>Use of normative data to ensure adequate progress</p>	<p>For supporting content please see: TE Only: Speaking and Listening: Deliver Your Reading and Analysis, 309 Speaking and Listening: Prepare Your Delivery, 793</p>
<p align="center">Reading Comprehension</p>	
<p>Process of deriving meaning and establishing a coherent mental model of the text's content</p>	<p>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</p>
<p>Attention to integration of ideas within text and between texts</p>	<p>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: <i>myPerspectives Grade 11>Unit Resources>Unit 3: Power, Protest, and Change>Giving Women the Vote>Writing to Compare: Compare-and-Contrast Essay</i></p>

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<p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p>	<p>SE/TE: Analyze Craft and Structure, 35, 165, 181, 295, 305, 735, 825, 854</p> <p>TE Only: Finding the Main Idea, 95 Determine Main Ideas, 208 Personalize for Learning, 466</p> <p>Digital Resources: <i>myPerspectives Grade 11>Unit Resources>Unit 1: Writing Freedom>Preamble to the U.S. Constitution/Bill of Rights>Analyze Craft and Structure: Structure</i> >Unit 6: Ordinary Lives, Extraordinary Tales>Everything Stuck to Him>Analyze Craft and Structure: Narrative Structure</p>
<p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p>	<p>For supporting content please see: TE Only: Analyze Story Structure, 782</p>
<p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p>	<p>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</p> <p>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</p> <p>Digital Resources: <i>myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language & Extended Metaphor</i></p>

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<p align="center">Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</p>	<p align="center">myPerspectives English Language Arts American Literature</p>
<p>Use of graphic organizers</p>	<p>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</p> <p>Digital Resources: myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Three-column Chart</p>
<p align="center">Delivery of Instruction</p>	
<p>Explicit instruction in a gradual release model</p>	<p>SE/TE: Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 139, 275, 393, 545, 751</p> <p>TE Only: Student-Centered Learning, T18-T19</p>
<p>Sequence of instruction is systematic and cumulative</p>	<p>TE Only: Pacing Guide: Unit Supplement, T38-T49 Pacing Plan, 10-11, 138-139, 264-265, 274-275, 282-283, 326-327, 382-383, 392-393, 400-401, 458-459, 534-535, 544-545, 552-553, 700-701, 740-741, 750-751, 758-759, 816-817, 860-861</p>

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