

A Correlation of



Grade 11 ©2022

To the

**Kentucky Academic Standards
for Reading and Writing 2019
Grade 11**

A Correlation of myPerspectives English Language Arts Grade 11, 2022 to the Kentucky Academic Standards for Reading and Writing 2019, Grade 11

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Kentucky Academic Standards for Reading and Writing 2019*. Correlation page references are to the Student Edition, Teacher Edition, as well as the Realize Digital platform, and are cited by selection title or feature title.

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

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

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

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**A Correlation of myPerspectives English Language Arts Grade 11, 2022 to the
Kentucky Academic Standards for Reading and Writing 2019, Grade 11**

Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
RL.11-12: Reading Standards for Literature	
Key Ideas and Details	
RL.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>Students address this standard in Analyze the Text and in Analyze Craft and Structure: Practice features, which appear with every reading selection.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 2–14</p>
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.	<p>SE/TE: Analyze Craft and Structure, 357, 445, 681; Speaking and Listening, 685; Author’s Style, 805</p> <p>TE only: Identify the Theme, 161; Personalize for Learning, 161, 164, 171, 173, 838; Understand Theme, 173; Infer Key Ideas, 565, 847; Identify Claims, 586</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 15–27 myPerspectives Plus>Reading Skills and Literary Analysis >Archetypal Theme >Theme</p>

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<p>RL.11-12.3: Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.</p>	<p>SE/TE: Analyze Craft and Structure, 259, 357, 598, 626, 682, 775, 803; Author’s Style, 683</p> <p>TE only: Personalize for Learning, 240, 419, 444, 610, 622, 630, 678, 725, 729, 851; Analyze Direct Characterization, 419; Investigate Conflict, 437; Analyze Background, 566, 585; Analyze Character, 568, 574, 616, 632, 844; Analyze Conflict, 581; Examine Character, 590; Examine Conflict, 591; Understand Character Motivation, 592; Analyze Cause and Effect, 594; Interpreting Conflict, 602; Explore Characterization, 611; Analyze Technique, 641; Explore Dialogue, 646; Identify Causes and Effects, 665; Analyze Story Structure, 782; Analyze Characterization, 799</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 28–40 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Character >Character and Characterization >Conflict >Static and Dynamic Characters</p>

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Craft and Structure	
<p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.</p>	<p>SE/TE: Conventions and Style, 167, 183, 246, 260; Author’s Style, 417, 429, 805, 855; Analyze Craft and Structure, 500, 518, 659</p> <p>TE only: How Language Works, 167, 259, 429; Personalize for Learning, 170, 174, 237, 241, 252, 353, 427, 440, 496, 497, 605, 649, 664, 676, 774, 783, 830; Interpret Personification, 172; Interpret Metaphors, 175; Analyze Sensory Details, 177; Examine Literary Allusions, 241; Interpret Tone, 242; Analyze Descriptive Details, 251; Analyze Imagery, 256, 496; Analyze Figurative Language, 353; Explore Figurative Language, 440; Analyze Symbols, 513; Analyze Similes, 514, 796; Explore Diction, 573; Interpret Symbols, 629, 851; Analyze Metaphors, 637; Recognize a Euphemism, 650; Recognizing Voice and Identifying Tone, 668</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 41–53 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Figurative Language >Figurative Language & Extended Metaphor >Imagery >Personification >Sensory Language >Sound Devices</p>
<p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>SE/TE: Analyze Craft and Structure, 165, 181, 245, 598, 735, 788, 803, 840, 854; Author’s Style, 501, 519</p> <p>TE only: Analyze an Internal Monologue, 239; Analyze Flashback, 254, 724; Analyzing Repetition and Refrain, 497; Analyze Repetition, 515; Personalize for Learning, 515, 795; Interpret Stage Directions, 563, 576; Analyze Plot, 571, 589, 723; Identify Foreshadowing, 663, 781; Recognize Suspense, 831; Analyze Story Ending, 837</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 54–60 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Foreshadowing and Flashback >Narrative Poetry >Rhyme</p>

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<p>RL.11-12.6: Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.</p>	<p>SE/TE: Analyze Craft and Structure, 245, 259, 427, 626, 840, 854; Conventions and Style, 358; Author’s Style, 658</p> <p>TE only: Analyze a Narrator, 249; Personalize for Learning, 441, 805; How Language Works, 721; Explore Point of View, 730; Determine Point of View, 834</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 61–67</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.11-12.7: Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.</p>	<p>SE/TE: <i>The Crucible (audio)</i>, 686; Writing to Compare, 690–691</p> <p>TE only: Personalize for Learning, 656</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 68–74</p>
<p>RL.11-12.9: Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.</p>	<p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 75–81</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
Range of Reading and Level of Text Complexity	
<p>RL.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.</p>	<p><u>Fiction, poetry, drama, and other literary selections include the following:</u></p> <p>Poems by Walt Whitman, 152; Poems by Emily Dickinson, 170; <i>The Love Song of J. Alfred Prufrock</i>, 236; <i>A Wagner Matinée</i>, 248; <i>The Story of an Hour</i>, 352; <i>The Notorious Jumping Frog of Calaveras County</i>, 418; <i>A White Heron</i>, 432; <i>Chicago and Wilderness</i>, 492; <i>In the Longhouse</i>, <i>Oneida Museum</i> and <i>Cloudy Day</i>, 510; <i>The Crucible</i>, 560, 600, 628, 660; <i>Antojos</i>, 722; <i>Old Man at the Bridge</i>, 754; <i>Everyday Use</i>, 764; <i>Everything Stuck to Him</i>, 780; <i>The Leap</i>, 794; <i>An Occurrence at Owl Creek Bridge</i>, 828; <i>The Jilting of Granny Weatherall</i>, 842</p> <p>SE/TE: Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Independent Learning: Close-Read Guide, 131, 267, 385, 537, 743, 863; First Read: Poetry, 152, 170, 236, 492, 510; First Read: Fiction, 248, 352, 418, 432, 722, 780, 794, 828, 842; First Read: Drama, 560, 600, 628, 660; Summary, 756</p> <p><i>In addition, students address this standard in Close Read the Text features, which appear with every reading selection.</i></p> <p>TE only: Personalize for Learning, 158</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 82–88</p>
RI.11-12: Reading Standards for Informational Text	
Key Ideas and Details	
<p>RI.11-12.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p><i>Students address this standard in Analyze the Text and in Analyze Craft and Structure: Practice features, which appear with every reading selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 90–102</p>

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<p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.</p>	<p>SE/TE: Analyze Craft and Structure, 211, 305, 335, 470</p> <p>TE only: Personalize for Learning, 76, 221, 466; Finding the Main Idea, 95; Determine Main Ideas, 208; Infer Key Ideas, 217; Determine Key Ideas, 463; Recognize Topic Sentences, 709</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 103–115 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Connect and Clarify Main Idea >Main Idea (and Supporting Details) >Paraphrase a Text and Find the Main Idea</p>
<p>RI.11-12.3: Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.</p>	<p>SE/TE: Author’s Style, 81; Analyze Craft and Structure, 714, 825</p> <p>TE only: Examine an Argument, 223; Analyze Arguments, 291, 467, Personalize for Learning, 291; Identify Causality, 822</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 116–122</p>

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Craft and Structure	
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	<p>SE/TE: Analyze Craft and Structure, 47; Author’s Style, 490, 529; Word Study, 625</p> <p><i>In addition, students address this standard in Concept Vocabulary features, which appear with every reading selection.</i></p> <p>TE only: Personalize for Learning, 6, 301, 415, 486, 525, 706, 708; Analyze Descriptions, 206; Analyze Figurative Language, 219; Analyze Imagery, 464; How Language Works, 482; Analyze Word Choice, 484; Examine Adjectives, 521; Consider Abstract Nouns, 522; How Language Works: Poetic Devices, 523; Interpret Descriptive Details, 525; Explore Verbs, 705; Analyze Mood, 711; Identify Extended Metaphor, 821</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 123–135 myPerspectives Plus>Reading Skills and Literary Analysis >Figurative Language</p>
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.	<p>SE/TE: Analyze Craft and Structure, 35, 211, 295, 305, 368, 825; Writing to Sources, 448; Author’s Style, 715</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 136–142</p>
RI.11-12.6: Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	<p>SE/TE: Analyze Craft and Structure, 25, 35, 47, 80, 99, 123, 227, 305, 335, 415, 470, 489, 528; Conventions and Style, 49, 228; Author’s Style, 81, 116, 124, 336, 490, 715</p> <p>TE only: Identify Mood, 22; Analyzing Author’s Viewpoint, 44; Analyze Analogies, 76; Compare Attitudes, 77; Infer Author’s Beliefs, 105; Analyze Rhetorical Devices, 289; Analyze Author’s Tone, 339</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 143–155 myPerspectives Plus>Reading Skills and Literary Analysis >Rhetorical Devices</p>

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Integration of Knowledge and Ideas	
<p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.</p>	<p><u>Students address this standard in the following features:</u></p> <p><i>The American Revolution: Visual Propaganda</i>, 52; from <i>The United States Constitution: A Graphic Adaptation</i>, 82; <i>Innovators and Their Inventions</i>, 230; <i>Perspectives on Lincoln</i>, 310; from <i>Farewell to Manzinar</i>, 704, and <i>Interview with George Takei</i>, 716</p> <p>SE/TE: Writing to Compare, 508–509, 720–721</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 156–162</p>
<p>RI.11-12.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.</p>	<p>SE/TE: Analyze Craft and Structure, 25, 35</p> <p>TE only: Supporting Claims, 347</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 163–169 myPerspectives Plus>Reading Skills and Literary Analysis > Evaluate Credibility and Analyze Author's Intentions</p>
<p>RI.11-12.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>SE/TE: Analyze Craft and Structure, 25, 35, 99, 115, 123, 211, 295, 305, 344</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 11 Common Core Companion Workbook, 170–176</p>

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Range of Reading and Level of Text Complexity	
<p>RI.11-12.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p><u>Literary nonfiction, informational, and argumentative selections include the following:</u></p> <p><i>Totally Free?</i>, 6; <i>Declaration of Independence</i>, 16; <i>Preamble to the Constitution and Bill of Rights</i>, 30; <i>Speech in the Convention</i>, 40; from <i>America’s Constitution: A Biography</i>, 72; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; <i>Letter to John Adams</i> and from <i>Dear Abigail</i>, 102; <i>Gettysburg Address</i>, 118; from <i>Up From Slavery</i>, 142; Preface to the 1855 edition of <i>Leaves of Grass</i>, 152; from <i>Nature</i> and from <i>Self-Reliance</i>, 204; from <i>Walden</i> and from <i>Civil Disobedience</i>, 214; <i>The Zig Zag Road to Rights</i>, 278; from <i>What to the Slave Is the Fourth of July?</i>, 288; <i>Second Inaugural Address</i>, 300; <i>Ain’t I a Woman?</i>, 330; <i>Declaration of Sentiments</i>, 338; <i>Brown v. Board of Education: Opinion of the Court</i>, 360; <i>Planning Your Trip to Gold Country</i>, 396; from <i>Life on the Mississippi</i>, 406; <i>A Literature of Place</i>, 462; from <i>Dust Tracks on a Road</i>, 480; <i>Introduction</i> from <i>The Way to Rainy Mountain</i>, 520; <i>Is It Foolish to Fear?</i>, 548; from <i>Farewell to Manzanar</i>, 704; <i>A Brief History of the Short Story</i>, 820</p> <p>SE/TE: Summary, 8, 144, 280, 398, 550; First Read: Nonfiction, 16, 30, 40, 72, 92, 102, 118, 142, 152, 204, 214, 288, 300, 330, 338, 360, 406, 462, 480, 520, 704, 820; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Independent Learning: Close-Read Guide, 131, 267, 385, 537, 743, 863</p> <p><i>In addition, students address this standard in Close Read the Text features, which appear with every reading selection.</i></p> <p>TE only: Personalize for Learning, 20, 43, 485; Making Inferences, 104, 108, 110, 111, 112, 341, 361</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 177–183</p>

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C.11-12: Composition	
Text Types and Purposes	
C.11-12.1: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
C.11-12.1a: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	SE/TE: Writing to Sources, 28, 50, 101, 684; Speaking and Listening, 39; Write an Argument, 60–67, 692–699; Writing to Sources: Argument, 134, 746; Writing to Compare, 690–691 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 185–195
C.11-12.1b: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.	SE/TE: Writing to Sources, 28, 50, 101, 684; Speaking and Listening, 39; Prewriting/Planning, 61, 693; Enriching Writing with Research, 62–63, 694–695; Drafting, 64, 696; Review Evidence for an Argument, 133, 745; Writing to Sources: Argument, 134, 746; Writing to Compare, 690–691 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 186, 188
C.11-12.1c: Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.	SE/TE: Writing to Sources, 28, 50, 101, 684; Speaking and Listening, 39; Prewriting/Planning, 61, 693; Enriching Writing with Research, 62–63, 694–695; Drafting, 64, 696; Review Evidence for an Argument, 133, 745; Writing to Sources: Argument, 134, 746; Writing to Compare, 690–691; Revising, 698 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 187, 189
C.11-12.1d: Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and opposing claims.	SE/TE: Create Cohesion: Tense Sequence, 65; Revising, 66, 698; Writing to Sources: Argument, 134; Writing to Compare, 690–691 TE only: How Language Works, 696

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C.11-12.1e: Establish and maintain a task appropriate writing style.	SE/TE: Writing to Sources, 28, 50; Drafting, 64, 696; Revising, 66, 698; Writing to Sources: Argument, 746 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 190
C.11-12.1f: Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Writing to Sources, 28, 50, 101; Drafting, 64, 696; Writing to Compare, 690–691; Writing to Sources: Argument, 746 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 191
C.11-12.1g: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: Write an Argument, 60–67, 692–699; Review Evidence for an Argument, 133, 745; Writing to Sources: Argument, 134; Argument Rubric, 135, 747; Writing to Compare, 690–691 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 185–195
C.11-12.2: Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.	
C.11-12.2a: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	SE/TE: Writing to Sources, 38, 261, 298, 337, 370, 448; Writing to Compare, 90–91, 190–191, 350–351, 430–431, 478–479, 530–531, 720–721, 856–857; Research, 125; Write an Informative Essay, 318–325; Writing to Sources: Informative Essay, 388; Write an Explanatory Essay, 450–457; Writing to Sources: Explanatory Essay, 540 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 196–207

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<p>C.11-12.2b: 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 formatting, graphics and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Writing to Compare, 90–91, 190–191, 350–351, 430–431, 478–479, 530–531, 720–721; 856–857; Writing to Sources, 298, 337, 370, 448; Prewriting/Planning, 319, 451, 454; Drafting, 322, 454; Review Evidence for an Informative Essay, 387; Writing to Sources: Informative Essay, 388; Revising, 456; Review Evidence for an Explanatory Essay, 539; Writing to Sources: Explanatory Essay, 540</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 197–200</p>
<p>C.11-12.2c: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>SE/TE: Writing to Sources, 38, 298, 337, 370, 448; Writing to Compare, 90–91, 190–191, 350–351, 430–431, 478–479, 530–531, 720–721, 856–857; Prewriting/Planning, 319, 451, 454; Enriching Writing with Research, 320–321, 452–453; Drafting, 322, 454; Review Evidence for an Informative Essay, 387; Writing to Sources: Informative Essay, 388; Revising, 456; Review Evidence for an Explanatory Essay, 539; Writing to Sources: Explanatory Essay, 540</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 197–200</p>
<p>C.11-12.2d: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: Drafting, 454; Revising, 456; Writing to Sources: Explanatory Essay, 540; Writing to Compare, 720–721</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 201</p>
<p>C.11-12.2e: Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.</p>	<p>SE/TE: Writing to Sources, 38, 298, 370, 448; Revising, 324, 456; Writing to Sources: Informative Essay, 388, Drafting, 454; Writing to Sources: Explanatory Essay, 540</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 202, 203</p>

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<p>C.11-12.2f: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: Writing to Sources, 298; Writing to Compare, 430–431, 856–857; Revising, 456</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 202, 203</p>
<p>C.11-12.2g: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE: Writing to Compare, 90–91, 190–191, 350–351, 430–431, 530–531, 856–857; Drafting, 322, 454; Revising, 324; Writing to Sources, 337, 448; Writing to Sources: Explanatory Essay, 540</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 202</p>
<p>C.11-12.2h: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Writing to Compare, 90–91, 190–191, 350–351, 430–431, 478–479, 530–531, 720–721, 856–857; Write an Informative Essay, 318–325; Review Evidence for an Informative Essay, 387; Writing to Sources: Informative Essay, 388; Informative Text Rubric, 389; Write an Explanatory Essay, 450–457; Review Evidence for an Explanatory Essay, 539; Writing to Sources: Explanatory Essay, 540; Explanatory Essay Rubric, 541</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 196–207</p>
<p>C.11-12.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.</p>	
<p>C.11-12.3a: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p>	<p>SE/TE: Writing to Sources, 168, 184, 213, 308, 778, 792, 806; Write a Personal Narrative, 192–199; Present a Personal Narrative, 262–263; Writing to Sources: Personal Narrative, 270; Write a Narrative, 808–815; Writing to Sources: Narrative, 866</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 208–218</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
C.11-12.3b: Engage and orient the reader by setting up a problem, situation or observation and its significance, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Writing to Sources, 168, 184, 308, 778, 792, 806; Prewriting/Planning, 193, 809; Drafting, 194, 810; Revising, 198; Review Evidence for a Personal Narrative, 269; Writing to Sources: Narrative, 866 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 210, 211
C.11-12.3c: Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	SE/TE: Writing to Sources, 168, 184, 213, 308, 778, 792, 806; Drafting, 194, 810; Making Writing Sophisticated, 196–197; Revising, 198; Prewriting/Planning, 809; Add Variety: Dialogue, 811; Revising, 814; Editing and Proofreading, 815; Writing to Sources: Narrative, 866 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 213
C.11-12.3d: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.	SE/TE: Prewriting/Planning, 193, 809; Drafting, 194, 810; Writing to Sources, 308; Revising, 814; Writing to Sources: Narrative, 866 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 212
C.11-12.3e: Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	SE/TE: Writing to Sources, 168, 184, 308, 778, 792, 806; Add Variety: Precise Words and Phrases, 195; Making Writing Sophisticated, 196–197; Revising, 198; Writing to Sources: Personal Narrative, 270; Making Writing Sophisticated, 812–813; Editing and Proofreading, 815; Writing to Sources: Narrative, 866 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 214
C.11-12.3f: Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.	SE/TE: Drafting, 194, 810; Writing to Sources: Personal Narrative, 270; Writing to Sources, 806; Revising, 814; Writing to Sources: Narrative, 866 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 214

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
<p>C.11-12.3g: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Write a Personal Narrative, 192–199; Review Evidence for a Personal Narrative, 269; Writing to Sources: Personal Narrative, 270; Narrative Rubric, 271, 867; Write a Narrative, 808–815; Review Notes for a Narrative, 865; Writing to Sources: Narrative, 866</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 208–218</p>
Production and Distribution	
<p>C.11-12.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.</p>	<p>SE/TE: Speaking and Listening, 59; Writing to Sources, 247; Writing to Compare, 508–509; Present a Narrative, 858–859</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 197–200</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 233–239</p>
Research to Build and Present Knowledge	
<p>C.11-12.5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Prewriting/Planning, 61; Enriching Writing with Research, 62–63, 320–321, 452–453, 694–695; Research, 125, 737, 827; Writing to Sources, 261; Research Presentation, 374–381</p> <p><i>In addition, students address this standard in Research to Clarify and Research to Explore features, one or both of which appear with the Comprehension Check following every reading selection.</i></p> <p>TE only: Personalize for Learning, 59, 104, 179, 233, 476, 836, 863</p> <p><i>In addition, this standard is addressed in the Cross-Curricular Perspectives features that appear throughout the TE.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 240–246</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
C.11-12.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	SE/TE: Prewriting/Planning, 61; Enriching Writing with Research, 62–63, 320–321, 452–453, 694–695; Writing to Sources, 261; Research Presentation, 374–381; Research, 737, 827 TE only: Personalize for Learning, 298 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 247–260
Range of Writing	
C.11-12.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	SE/TE: QuickWrite, 7, 131, 145, 267, 281, 385, 399, 537, 551, 743, 757, 863; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 261, 298, 308, 337, 370, 448, 684, 778, 792, 806; Speaking and Listening, 39; Write an Argument, 60–67, 692–699; Writing to Compare, 90–91, 190–191, 350–351, 430–431, 478–479, 530–531, 690–691, 856–857; Writing to Sources: Argument, 134, 746; Write a Personal Narrative, 192–199; Present a Personal Narrative, 262–263; Write an Informative Essay, 318–325; Writing to Sources: Informative Essay, 388; Write an Explanatory Essay, 450–457; Writing to Sources: Explanatory Essay, 540; Write a Narrative, 808–815 TE only: Personalize for Learning, 798 <i>In addition, this standard is addressed in the WriteNow prompts that appear throughout the TE.</i>
L.11-12: Language	
Conventions of Standard English	
L.11-12.1: In both written and oral expression:	
L.11-12.1a: Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.	SE/TE: Conventions and Style, 27, 37, 100, 599, 777, 826, 841; Author’s Style, 336 TE only: How Language Works, 272, 599 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 314, 315
L.11-12.1b: Resolve issues of complex or contested usage, consulting references as needed.	SE/TE: Conventions and Style, 777 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 316, 317

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L.11-12.2: When writing:	
L.11-12.2a: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	SE/TE: Editing and Proofreading, 67, 199, 325, 457, 699, 815 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 318–321
Knowledge of Language	
L.11-12.3: 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.	
L.11-12.3a: Apply an understanding of syntax to the study of complex texts when reading.	SE/TE: Conventions and Style, 27, 37, 49, 100, 212, 228, 297, 307, 345, 447, 841; Author’s Style, 116 TE only: Analyze Syntax, 18; Personalize for Learning, 107, 339, 412, 414, 421, 434, 732; How Language Works, 447, 456, 501 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 322–323
L.11-12.3b: Vary syntax for effect in writing and speaking, consulting references for guidance as needed.	SE/TE: Conventions and Style, 212, 447, 841; Syntax: Sentence Patterns, 323; Add Variety: Vary Syntax, 455 TE only: How Language Works, 325; Personalize for Learning, 370, 452, 479 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 11 Common Core Companion Workbook, 322–323

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**A Correlation of myPerspectives English Language Arts Grade 11, 2022 to the
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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 11
Vocabulary Acquisition and Use	
L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibility from an array of strategies.	
L.11-12.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Concept Vocabulary, 72, 79, 92, 98, 114, 122, 204, 236, 330, 334, 338, 343, 367, 462, 492, 520, 527, 625, 713, 722, 734, 824, 828, 839; Word Study, 776</p> <p>TE only: Personalize for Learning, 112, 361; Vocabulary Development, 208, 218, 410, 560, 600, 628</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 324–325, 330–331</p>
L.11-12.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	<p>SE/TE: Word Study, 26, 48, 79, 98, 114, 166, 182, 210, 226, 244, 258, 296, 334, 343, 416, 446, 469, 499, 527, 597, 680, 682, 713, 790, 804, 824, 839, 853; Concept Vocabulary, 118, 214, 248, 352, 356, 360, 480, 704, 776, 790, 842</p> <p>TE only: Vocabulary Development, 40, 75, 84, 119, 157, 239, 354, 432, 480, 778, 794; Personalize for Learning, 41, 78, 110, 230, 292, 654, 679, 709, 714; How Language Works, 422, 710</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 326–327 <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study >Word Study Worksheets</p>
L.11-12.4c: Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Concept Vocabulary, 36, 258, 713, 853; Word Study, 98, 114, 122, 166, 182, 210, 244, 296, 343, 356, 416, 446, 488, 517, 597, 625, 680, 734, 776, 804, 824, 839, 853; Editing and Proofreading, 325; Making Writing Sophisticated, 813</p> <p>TE only: Personalize for Learning, 398</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 328–331</p>

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<p>L.11-12.4d: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 367, 397, 549, 755; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719; Word Study, 488, 625</p> <p><i>In addition, students address this standard in Concept Vocabulary features, which appear with most reading selections.</i></p> <p>TE only: Personalize for Learning, 13, 14, 19, 21, 22, 156, 249, 514, 548; Vocabulary Development, 103, 771, 831; Identify Technical Terms, 410</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 336–337 <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons >Grades 9–10 Domain-Specific Academic Vocabulary >Grades 9–10 General Academic Vocabulary</p>
<p>L.11-12.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>L.11-12.5a: Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text.</p>	<p>SE/TE: Analyze Craft and Structure, 47, 181, 500, 518; Conventions and Style, 260; Author’s Style, 490, 529, 805, 855</p> <p>TE only: Personalize for Learning, 6, 170, 174, 241, 252, 301, 415, 427, 440, 486, 496, 525, 605, 649, 706, 708, 774, 783; Interpret Metaphors, 175; Analyze Figurative Language, 219; Examine Literary Allusions, 241; Analyze Imagery, 256, 496; How Language Works, 259; Explore Figurative Language, 440; Analyze Symbols, 513; Analyze Similes, 514, 796; How Language Works: Poetic Devices, 523; Interpret Symbols, 629, 851; Analyze Metaphors, 637; Identify Extended Metaphor, 821</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 11 Common Core Companion Workbook, 332–333</p>

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<p>L.11-12.5b: Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: Concept Vocabulary, 36, 306; Word Study, 36, 122, 306, 356, 428, 657</p> <p>TE only: Vocabulary Development, 176, 250; Personalize for Learning, 255; Analyze Connotations, 408</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 11 Common Core Companion Workbook, 334–335</p>

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