

A Correlation of



Grade 11

To the

**English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 11**

A Correlation of myPerspectives English Language Arts, Grade 11 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grades 11-12

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the standards for grades eleven and twelve, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 11th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text.</p> <p>See the following examples:</p> <p>SE/TE: Analyze Craft and Structure: Character Development, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737</p> <p>TE: Analyze Character, 568, 574, 616, 844</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout <i>myPerspectives</i>, 11th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples: SE/TE: “The Gettysburg Address”, 120 (Speech) “Poetry Collection from Walt Whitman”, 154 “Poetry Collection from Emily Dickinson”, 172 “Second Inaugural Address”, 301 (Speech) “Declaration of Sentiments”, 339 (Public Document) “The Story of an Hour”, 353 (Short Story) “The Celebrated Jumping Frog of Calaveras County”, 419 (Short Story) <i>The Crucible</i>, 562, 601, 629, 661 (Drama)</p>
<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades eleven through twelve text complexity band, as well as texts that could be encountered in a typical first-year, credit-bearing college course or workforce training program.</p>	<p>In myPerspectives, 11th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 11 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: Teaching: <i>The Declaration of Independence</i>, 18-22; Teaching: <i>from The Writing of Walt Whitman: from The Preface of the 1855 Edition of Leaves of Grass</i>, 154-155; Teaching: <i>from What to the Slave Is the Fourth of July?</i>, 289-293; Teaching: <i>The Notorious Jumping Frog of Calaveras County</i>, 419-424; Teaching: <i>The Crucible Act I</i>, 562-596</p>

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<p>(Continued)</p>	<p>(Continued) The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts myPerspectives Grade 11. See TE: Acknowledgements and Credits, R81–R85.</p>
<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 11th grade level, in <i>my Perspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>Concept Vocabulary, Word Study</i>,: 26; Teaching: <i>Concept Vocabulary, Word Study</i>, 166; Teaching: <i>Concept Vocabulary, Word Study, Author's Perspective: Power of Word Choice</i>, 296; Teaching: <i>Academic Vocabulary: Argument, Personalize for Learning: English Language Support: Cognates</i>, 5; Teaching: <i>Making Meaning: Language Development: Concept Vocabulary, Word Study</i>, 597; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grades eleven and twelve standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grades eleven and twelve, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests, and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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(Continued)	(Continued) See the following examples: SE/TE: Concept Vocabulary, 288, 296, 300, 306, 330 Comprehension Check, 23, 163, 293, 425, 596 Analyze Craft and Structure, 47, 335 Research, 737 Writing to Sources, 247, 261, 298, 308, 337, 448 Teaching with Trade Books, T38-T49 Whole-Class Learning, 16A-29, 152A-169, 288A-299, 558A-599 Small-Group Learning, 72A-81, 230A-235, 360A-369, 722A-737 Independent Learning, 128-131, 382-385, 740-743 Performance Task: Write an Argument, 60-67; Write a Personal Narrative, 192-199 Performance-Based Assessment, 134, 270, 388, 540, 746, 866

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<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 11th grade level, the texts in <i>myPerspectives</i> have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity. Six units of study including Inside the Writing Freedom, The Individual and Society, Power, Protest, and Change, Grit and Grandeur, Facing Our Fears, and Ordinary Lives, Extraordinary Tales.</p> <p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T17 of the Teacher’s Edition.</p> <p>See the following examples:</p> <p>SE/TE: Teaching: <i>The Declaration of Independence</i>, 16-29; Teaching: <i>from The Writing of Walt Whitman: from The Preface of the 1855 Edition of Leaves of Grass</i>, 163-169; Teaching: <i>from What to the Slave Is the Fourth of July?</i>, 293-299; Teaching: <i>The Notorious Jumping Frog of Calaveras County</i>, 425-431; Teaching: <i>The Crucible Act I</i>, 596-599</p>

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1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:	
<ul style="list-style-type: none"> Poetry and drama, including selections from Shakespeare and American authors 	SE/TE: "Poetry Collection from Walt Whitman", 154 "Poetry Collection from Emily Dickinson", 172 <i>The Crucible</i> , 562, 601, 629, 661 (Drama)
<ul style="list-style-type: none"> Eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature with themes and topics from similar eras 	SE/TE: "Poetry Collection from Walt Whitman", 154 "Poetry Collection from Emily Dickinson", 172 <i>from Walden & from Civil Disobedience</i> ", 215 "The Celebrated Jumping Frog of Calaveras County", 419 (Short Story)
<ul style="list-style-type: none"> Texts in a wide range of artistic mediums and representations 	SE/TE: "Poetry Collection from Walt Whitman", 154 "Poetry Collection from Emily Dickinson", 172 <i>from Walden & from Civil Disobedience</i> ", 215 "The Story of an Hour", 353 (Short Story) "The Celebrated Jumping Frog of Calaveras County", 419 (Short Story) <i>The Crucible</i> , 562, 601, 629, 661 (Drama)
1d. The range of informational texts include:	
<ul style="list-style-type: none"> U.S. seminal documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) 	SE/TE: <i>The Declaration of Independence</i> , 18 <i>Preamble to the Constitution, & Bill of Rights</i> , 31 "The Gettysburg Address", 120 (Speech) "Second Inaugural Address", 301 (Speech)
<ul style="list-style-type: none"> Texts in varied media and formats 	SE/TE: "The American Revolution: Visual Propaganda", 53 (Media: Image Gallery) "from The United States Constitution: A Graphic Adaptation", 83 (Graphic Novel) <i>from Emily Dickinson & from Great Lives</i> ", 187 (Media: Radio Broadcast) "Innovators and Their Inventions", 231 (Media: Public Documents) "Perspectives on Lincoln", 311 (Media: Image Gallery) "Giving Women the Vote", 347 (Media: Podcast) "American Regional Art", 473 (Media: Fine Art Gallery) "The Crucible", 686 (Media: Audio Performance)

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 11th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <ul style="list-style-type: none"> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A.

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(Continued)	(Continued) See the following examples (units for the Text Complexity Rubrics in the Teacher’s Edition and Anchor Texts): TE: Personalize for Learning: <i>The Declaration of Independence</i> , 16C; Personalize for Learning: <i>from The Writing of Walt Whitman: from The Preface of the 1855 Edition of Leaves of Grass</i> , 152C; Personalize for Learning: <i>from What to the Slave Is the Fourth of July?</i> , 288C; Teaching: <i>The Notorious Jumping Frog of Calaveras County</i> , 419-424; Teaching: <i>The Crucible Act I</i> , 562-596
ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING	
<i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grades eleven and twelve students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to compare texts, authors, and opinions (CCSS).</i>	
Literature and Informational Text	
<i>2a. Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:	
<ul style="list-style-type: none"> • Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain 	<p>Literature SE/TE: Cite Textual Evidence (examples), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 499, 507, 517, 597, 625, 658, 680, 734, 774, 790, 788, 802; Make Inferences, 180, 657, 689, 774, 788</p> <p>TE: Conclude, 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851</p>

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<p>(Continued)</p>	<p>(Continued)</p> <p>Digital Resources: Grade 10 Common Core Companion Workbook, 2-14</p> <p>Informational SE/TE: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527; Make Inferences, 24, 304</p> <p>TE: Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 90-102</p>
<p>• Determining two or more themes or central ideas and analyzing their development over the course of a text, including how they interact and build upon one another to produce a complex account or analysis.</p>	<p>Literature SE/TE: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 445; Literary Forms, 681; Writing to Compare, 190-191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807</p> <p>TE: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author's Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 15-27</p>

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(Continued)	<p>(Continued)</p> <p><u>Informational</u> SE/TE: Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527</p> <p>TE: Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 103–115</p>
<ul style="list-style-type: none"> Analyzing a complex set of ideas or sequence of events and explaining how specific individuals, ideas, or events interact and develop over the course of the text 	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 80; Analyze the Media, 89; Development of Theme, 357; Central Ideas and Voice, 470; Development of Complex Ideas, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824</p> <p>TE: Analyzing Sequence, 373</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 116–122</p>
<ul style="list-style-type: none"> Objectively summarizing a text 	<p>SE/TE: Summarize, 164; also see: Summary, 8, 23, 33, 45, 78, 88, 113, 121, 144, 163, 179, 209, 225, 257, 280, 293, 303, 333, 342, 348, 366, 374, 398, 413, 425, 443, 468, 487, 498, 516, 526, 550, 624, 656, 679, 712, 756, 773, 787, 823, 838, 852</p>

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<ul style="list-style-type: none"> Analyzing the impact of the author’s choices regarding how to develop and relate elements of a story or drama 	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Comparing a Podcast with Text, 190–191; Comparing Text to Media: <i>The Crucible</i> (L.A. Theater Works: The Crucible), 686–689; Critical Review, 690–691</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 68–74</p>
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Determining the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings 	<p>SE/TE: Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Central Ideas and Voice, 470; Conventions and Style: Figurative Meanings, 490; Poetic Prose, 529; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p> <p>TE: Domain Specific Words, 627</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 123–135</p>

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<ul style="list-style-type: none"> Analyzing the impact of specific word choices on meaning and tone, as well as how an author refines the meaning of a key term or terms over the course of a text 	<p>SE/TE: Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Word Choice, 429; Explanatory Text, 430–431; Figurative Meanings, 490; Language and Meaning, 500; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853</p> <p>TE: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 41–53</p>
<ul style="list-style-type: none"> Analyzing 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>SE/TE: Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Structure, 840; Analyze the Text, 164, 244, 517, 597, 734</p> <p>TE: Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 54–60</p>

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<ul style="list-style-type: none"> • Distinguishing what is directly stated in a text from what is really meant by recognizing sarcasm, irony, or satire 	<p>SE/TE: Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Narrative Structure, 854; Analyze the Text, 244, 426</p> <p>TE: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 61–67</p>
<ul style="list-style-type: none"> • Analyzing and evaluating the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging 	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Comparing a Graphic Adaptation With Text, 90–91; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “<i>Brown v. Board</i>” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Writing to Compare, 378–379; Sequence of Events, 825; Analyze the Media, 89; Analyze the Text, 294, 304; Writing to Sources, 308, 448</p> <p>TE: Analyze Arguments, 291</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 136–142</p>

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<ul style="list-style-type: none"> • Determining an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text 	<p>SE/TE: Analyze Craft and Structure: Author’s Purpose, Rhetoric, 47; Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author’s Choices: Diction, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author’s Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502–507; Author’s Point of View, 715; Author’s Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Writing to Compare: Comparing a Podcast With Text, 350–351; Comparing Photographs With Text, 508–509</p> <p>TE: Analyze Author’s Perspective, 483; Analyzing Author’s Viewpoint, 44; Infer Author’s Attitude, 353; Infer Author’s Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 143–155</p>
<p>2c. <i>Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Analyzing multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text 	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Comparing a Podcast with Text, 190–191; Comparing Text to Media: <i>The Crucible</i> (L.A. Theater Works: The Crucible), 686–689; Critical Review, 690–691</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 68–74</p>

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<ul style="list-style-type: none"> • Demonstrating knowledge of foundational works of American literature, including how two or more texts from the same period treat similar themes and topics 	<p>SE/TE: from <i>Life on the Mississippi</i>, 408; <i>The Celebrated Jumping Frog of Calaveras County</i>, 419; Writing to Compare, 430–431; <i>An Occurrence at Owl Creek Bridge</i>, 829; <i>The Jilting of Granny Weatherall</i>, 842; Writing to Compare, 856–857</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 22–27, 82–83</p>
<ul style="list-style-type: none"> • Integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem 	<p>SE/TE: Comparing Text to Media (work of Emily Dickinson), 186–189; Comparing a Podcast with Text, 190–191; Comparing Text to Media: <i>The Crucible</i> (L.A. Theater Works: The Crucible), 686–689; Critical Review, 690–691</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 68–74</p>
<ul style="list-style-type: none"> • Evaluating the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning 	<p>SE/TE: from What to the Slave Is the Fourth of July?: Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; <i>Brown v. Board of Education</i>: Opinion of the Court: Close Read the Text, 367; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Prepare to Compare, 378; Writing to Compare, 379</p> <p>TE: Analyze Arguments, 291</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 163–169</p>

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<ul style="list-style-type: none"> Analyzing foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features 	<p>SE/TE: Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; Letter to John Adams/from Dear Abigail: 114, 115; from Nature/from Self-Reliance: 213; Second Inaugural Address: 304, 305; Declaration of Sentiments: 338, 343; The Notorious Jumping Frog of Calaveras County: 431</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 170–176</p>
<p align="center">ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grades eleven and twelve, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i> 3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> Writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence 	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 185–195</p>

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<ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content 	<p>SE/TE: Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Compare-and-Contrast Essay, 350–351, 378–379, 531; Multimedia Presentation, 508-509; Oral Presentation, 856–857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Research Report, 261; Resources Tool Kit, R14–R19</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 196–207</p>
<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences of events 	<p>SE/TE: Performance Task: Write a Narrative, 808–815; Writing to Sources: Narrative Account, 168; Blog Post, 184; Story Element, 213; Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Resources Tool Kit, R20–R25</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 209</p>

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<p>3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases and support student production of grade-level argument, informational, and narrative writing.</p>	<p>SE/TE: Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 219–225</p>
<p>3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grades eleven and twelve writing standards, including:</p>	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 219–225</p>

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<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience 	<p>SE/TE: Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 815; Publishing and Presenting, 67, 199, 325, 457, 701, 815</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 226–232</p>
<ul style="list-style-type: none"> • Using technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information Materials should also guide the teaching of specific components of grades eleven and twelve writing standards 1-3 (See CCSS). 	<p>SE/TE: Writing to Compare: Multimedia Presentation, 508-509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Political Infomercial, 59; Digital Presentation, 247</p> <p>TE: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 233–239</p>

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<p>3e. Materials provide opportunities and resources for students to conduct short as well as more sustained research projects to answer a question or solve a problem, including:</p>	
<ul style="list-style-type: none"> • Narrowing or broadening an inquiry when appropriate, synthesizing multiple sources on the subject and demonstrating understanding of the subject under investigation 	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508–509; Narrative Scene, 792; Writing to Sources: Argument, 134–135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p>TE: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 240–246</p>

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<ul style="list-style-type: none"> • Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assessing the advantages and disadvantages of each source in terms of the task, purpose, and audience 	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508–509; Narrative Scene, 792; Writing to Sources: Argument, 134-135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p>TE: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 240–246</p>
<ul style="list-style-type: none"> • Integrating information from several sources into the text selectively while avoiding plagiarism or overreliance on any one source 	<p>SE/TE: Avoiding Plagiarism, 320; Using Research Effectively, 452; Evaluating Sources for Research, 694; Avoiding Plagiarism, R32–R33</p>
<ul style="list-style-type: none"> • Following a standard format for citation 	<p>SE/TE: Formats for Citing Sources, R34–R36; also see: Avoiding Plagiarism, 320; Using Research Effectively, 452; Evaluating Sources for Research, 694</p>

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<ul style="list-style-type: none"> • Drawing evidence from literary or informational texts to support analysis, reflection, or research 	<p>Literature SE/TE: Writing to Compare: Compare-and-Contrast Essay, 690–691; Essential Question, 164; Performance-Based Assessment: Informative Essay, 388–389</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 261–264</p> <p>Informational SE/TE: Writing to Compare: Informative Essay, 378–379; Performance-Based Assessment, Writing to Sources: Argument, 134-135–135; Informative Essay, 388–389; Analyze Craft and Structure: Practice, 295, 368, 376, 415</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 265–268</p>
ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<p><i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grades eleven and twelve standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i></p>	
ALIGNMENT CRITERION V: LANGUAGE	
<p><i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year’s grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i></p>	
Conventions of Standard English	
<p>5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grades eleven and twelve are designed to help build student understanding and use of:</p>	
<ul style="list-style-type: none"> • Hyphenation conventions 	<p>SE/TE: Conventions and Style: Compound Nouns, 246; Punctuation, 471; Grammar Handbook, R66</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 318–319</p>

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<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Grammar Handbook, R66–R67</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 320–321</p>
<ul style="list-style-type: none"> • The ability to resolve issues of complex or contested usage, understanding that the conventions of standard English can change over time and consulting references as needed 	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Varying Syntax for Effect, 841</p> <p>TE: Analyze Syntax, 18; Understand Regional Dialect, 420</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 314–315</p>
Knowledge of Language	
5b. Text supports instruction on:	
<ul style="list-style-type: none"> • Understanding how language functions in different contexts 	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Poetry of Emily Dickinson: 185; Noun Phrases and Verb Phrases, 297; Use of Words and Phrases, 336; Structure of an Analytical Argument, 368, 376; Sentence Variety, 447; Dialect, 777; Pronouns and Antecedents, 791; Varying Syntax for Effect, 841; Speaking and Listening, 185</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 322–323</p>
<ul style="list-style-type: none"> • Making effective choices for meaning or style 	<p>SE/TE: Whole-Class Performance Task: Elements of a Personal Narrative, 192; Add Variety: Precise Words and Phrases, 195; Revising, 196; Revising, 324, Elements of an Explanatory Essay, 450; Elements of a Fictional Narrative, 808; Integrating Sensory Language, 812–813; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 778; Narrative Scene, 792; Anecdote, 806</p>

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<ul style="list-style-type: none"> • Varying syntax for effect and applying an understanding of syntax to the study of complex texts 	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Parallelism, 49; Dialect, 777; Varying Syntax for Effect, 841; Whole-Class Performance Task: Syntax: Sentence Patterns, 323</p> <p>TE: Analyze Syntax, 18</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 322–323</p>
Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>SE/TE: Context Clues, 72, 102, 204, 236, 330, 338, 370, 462, 492, 510, 520, 722, 820, 824, 828; Practice, 98, 114, 122, 343, 367, 713, 734; also see: Word Network, 7, 143, 279, 397, 549, 753</p> <p>TE: Concept Vocabulary, 104, 106, 109, 120, 208, 239, 240, 253, 331, 340, 341, 362, 465, 466, 482, 513, 524, 725, 729, 823; Vocabulary Development, 94; Context Clues, 361</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 324–325</p>
<ul style="list-style-type: none"> • Identifying and using patterns of word changes that indicate different meanings or parts of speech (for example, <i>conceive</i>, <i>conception</i>, <i>conceivable</i>) 	<p>SE/TE: Word Study, 26, 114, 166, 182, 226, 244, 499, 597, 804, 824, 839, 853; Author’s Style, 167, 417; Concept Vocabulary, 92, 118, 214, 248, 352, 260, 480, 704, 842; Conventions and Style, 183</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 326–327</p>

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<ul style="list-style-type: none"> • Consulting general and specialized reference materials to determine pronunciation or verify the meaning of words 	<p>SE/TE: Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27</p> <p>TE: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 328–329</p>
<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings, including examples of hyperbole and paradox.</p>	<p>SE/TE: Figurative Language, 260; Allusions, 344; Point of View, 427; Figurative Meanings, 490; Language and Meaning, 500; Comparing Photographs With Text, 508; Poetic Devices, 518; Poetic Conventions, 519; Poetic Prose, 529; Prepare to Compare, 530; Writing to Compare, 531; Similes and Metaphors, 855; Word Study: Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431; Analyze the Text, 98; Author’s Choices: Diction, 123; Words and Phrases, 417</p> <p>TE: Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Rhetoric, 289, 332</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 332–335</p>

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ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	
<i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grades eleven and twelve students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections, and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i>	
6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion, having read and researched material under study and other research on a topic or issue 	SE/TE: Performance Task: Panel Discussion: Plan with Your Group, 380; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Whole-Class Discussion, 627; Partner Discussion, 779; Reflect on the Unit, 869
<ul style="list-style-type: none"> • Work with peers to promote civil, democratic discussions and decision-making, setting clear goals and deadlines and establishing individual roles as needed 	SE/TE: Speaking and Listening: Discussion, 229; Small-Group Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Give an Explanatory Talk, 532; Performance Task: Panel Discussion, 380–381
<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that probe reasoning and evidence, ensuring a hearing for a full range of positions on a topic or issue 	SE/TE: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Small-Group Performance Task: Present an Argument, 738; Present a Narrative, 858; Performance Task: Panel Discussion, 380–381
<ul style="list-style-type: none"> • Clarify, verify, or challenge ideas and conclusions, promoting divergent and creative perspectives 	SE/TE: Whole-Class Debate, 449; Performance Task: Panel Discussion, 380–381; also see: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378;
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives 	SE/TE: Performance Task: Panel Discussion, 380–381; Speaking and Listening: Discussion, 229; Group Discussion, 359; Debate, 449

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<ul style="list-style-type: none"> Integrate multiple sources of information presented in diverse formats and media 	<p>SE/TE: <i>The Crucible</i> (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Presentation, 508–509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 286–289</p>
<ul style="list-style-type: none"> Evaluate the speaker’s point of view 	<p>SE/TE: Speaking and Listening: Video Recording 51; Oral Presentation, 117; Class Discussion, 185; Reading and Discussion, 309; Debate, 449; Small-Group Performance Task: 263; also see: Media Features: <i>from Great Lives: Emily Dickenson</i>, 186–191; <i>Giving Women the Vote</i>, 346–349</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 290–296</p>

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<ul style="list-style-type: none"> • Use accurate, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career level 	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719</p> <p>TE: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 336–337</p>
<p>6b. <i>Presentation of Knowledge and Ideas</i>. Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to present information and findings, supporting evidence clearly, concisely, and logically so that a listener can follow the line of reasoning and that the organization, development, substance, and style are appropriate to purpose, audience, and task 	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449; Explanatory Talk, 532; Political Infomercial, 59; Storytelling Session, 868; Oral Presentation, 117, 169, 491</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 297–303</p>

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<ul style="list-style-type: none"> • How to strategically use digital media in presentations 	<p>SE/TE: Video Recording, 51; Multimedia Presentation, 508-509; Political Infomercial, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Storytelling Session, 868</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 304–305</p>
<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Speaking and Listening, 29, 39, 51, 59, 117, 169, 185, 229, 235, 299, 309, 317, 359, 449, 491, 627, 685, 779, 793, 807; Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853</p> <p>Digital Resources: Grade 11 Common Core Companion Workbook, 306–312</p>

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ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grades eleven and twelve students, the materials must include supports for students to comprehend texts at the grades eleven through twelve text complexity band, as well as at the college and career level. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases, and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:	
<ul style="list-style-type: none"> • Academic language 	<p>SE/TE: Unit Opener: Academic Vocabulary, 5, 141, 277, 395, 547, 753 Academic Vocabulary (examples), 134, 270, 318, 388, 450, 540</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 9-10 General Academic Vocabulary>Try It >Apply It</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>TE: English Language Support, 135, 409, 426, 431, 440, 449, 497, 693; Author’s Perspective, 194</p>
<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>SE/TE: Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67</p>
7b. The materials include student supports such as:	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>SE/TE: <i>The Crucible</i>, 562, 601, 629, 661 (Drama) “The Crucible”, 686 (Media: Audio Performance)</p>

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<ul style="list-style-type: none"> • Illustrations 	<p>SE/TE: Visual Propaganda, 52–58 “from The United States Constitution: A Graphic Adaptation”, 83 (Graphic Novel) “American Regional Art”, 473 (Media: Fine Art Gallery) Illustrations (examples), 408–409, 419, 423</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>SE/TE: Graphs Launch Activity, 550; Research: Graph, 827 Graph, 762</p> <p>Charts (examples), 10, 35, 80, 117, 141, 200, 282, 415, 528, 659, 737, 758</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>SE/TE: Maps Map of United States, 149 Create a Map, 737</p> <p>Photographs Photographs (examples), 187, 215, 223, 249, 433, 439</p>
<ul style="list-style-type: none"> • Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur) 	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>See the following examples:</p> <p>SE/TE: First Read, 30, 214, 237, 352, 432, 722 Analyze Craft and Structure: Author’s Purpose: Rhetoric, 47; Language and Meaning, 500; Closer Look: Analyzing Sequence, 373; Analyze Story Structure, 782; Close Read, 31, 32, 155, 159, 290, 409, 411</p>

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<p>7c. The materials are designed to support teacher instruction by use of:</p>	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade-level text 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 11 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</p> <p>At the 11th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p>TE: Teaching: Comprehension Check, 23, 163, 293, 425, 596 Standards Support Through Teaching and Learning Cycle, 16D, 30D, 102D, 152D, 492D Standards, 60, 166, 214, 334, 480</p> <p>Trade book Lesson Plans in myPerspectivesPlus, include assessments that accompany lessons associated with trade book titles. In addition, myPerspectivesPlus, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>

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<ul style="list-style-type: none"> • Strategies to gradually increase difficulty as students' comprehension skills strengthen 	<p>At the 11th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>The Declaration of Independence</i>, 18-22; Teaching: <i>from The Writing of Walt Whitman: from The Preface of the 1855 Edition of Leaves of Grass</i>, 154-155; Teaching: <i>from What to the Slave Is the Fourth of July?</i>, 289-293; Teaching: <i>The Notorious Jumping Frog of Calaveras County</i>, 419-424; Teaching: <i>The Crucible Act I</i>, 562-596</p> <p>The digital resources in myPerspectivesPlus, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>

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<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 92A–92D, 248A–248D, 722A–722D, 780A–780D; Teaching with Trade Books, T38–T49; Whole-Class Learning, 16A–29, 152A–169, 288A–299, 558A–599; Small-Group Learning, 72A–81, 230A–235, 360A–369, 722A–737; Independent Learning, 128–131, 382–385, 740–743; Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment, 134, 270, 388, 540, 746, 866</p>

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<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, and Writing activities.</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p> <p>See the following examples:</p> <p>TE: Close Read, 31, 32, 155, 159, 290, 409, 411 Closer Look, 95, 105, 223, 249, 361, 419; Performance Tasks, 318–325; Writing to Sources, 213, 247, 261, 298, 308; Personalize for Learning, 117, 179, 211, 241, 359, 548, 742</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments.</p> <p>myPerspectivesPlus includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T20–T21; Resources for Flexibility, T34–T35 “The American Revolution: Visual Propaganda”, 53 (Media: Image Gallery) “from The United States Constitution: A Graphic Adaptation”, 83 (Graphic Novel) “from Emily Dickinson & from Great Lives”, 187 (Media: Radio Broadcast) “Innovators and Their Inventions”, 231 (Media: Public Documents) “Perspectives on Lincoln”, 311 (Media: Image Gallery) “Giving Women the Vote”, 347 (Media: Podcast) “American Regional Art”, 473 (Media: Fine Art Gallery) “The Crucible”, 686 (Media: Audio Performance) “Interview with George Takei”, 717 (Media: Video) Teaching with Trade Books, T38–T49</p>

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<p>7e. The materials include assessments along with:</p> <ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p><i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>Grade 11: Assessment Overview, T26–T27 Performance-Based Assessment, 134, 270, 388, 540, 746, 866</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>At the end of each unit in <i>myPerspectives</i> Grade 11, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>SE/TE: Performance Task: Writing Focus: Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699 Performance Task: Speaking and Listening Focus: Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus.</p> <p>See the following examples:</p> <p>TE: Teaching with Trade Books, T38–T49; Whole-Class Learning, 16A–29, 152A–169, 288A–299, 558A–599; Small-Group Learning, 72A–81, 230A–235, 360A–369, 722A–737; Independent Learning, 128–131, 382–385, 740–743</p>

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<ul style="list-style-type: none"> • Reading selections and questions that progress in a logical sequence for gradual release 	<p>At the 11th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>The Declaration of Independence; First Read, 16; Teaching: from The Writing of Walt Whitman: from The Preface of the 1855 Edition of Leaves of Grass; Close Read, 165; Facilitating: A Literature of Place; Making Meaning: Language Development, 469; Teaching: Everyday Use; Language Development: Concept Vocabulary, 776</i></p>

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<ul style="list-style-type: none"> • Enrichment tasks for students who are on target for meeting grade-level expectations 	<p>At the 11th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher's Edition:</p> <p>Decide and Plan, 12C, 72C, 214C, 338C, 628C Personalize for Learning: Challenge, 23, 45, 97, 104, 213, 233, 413, 443, 773</p>
<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 11th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p>

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(Continued)	<p>(Continued)</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>TE: Personalize for Learning: English Language Support: Fact and Opinion, 50; Cognates, 141; Context Clues, 361; Connotation/Denotation, 404</p> <p>Personalize for Learning: Strategic Support: Research, 298</p> <p>The digital resources in myPerspectivesPlus, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading materials called QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills. These activities allow for ELL Support and reading development for varying reading levels.</p>

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