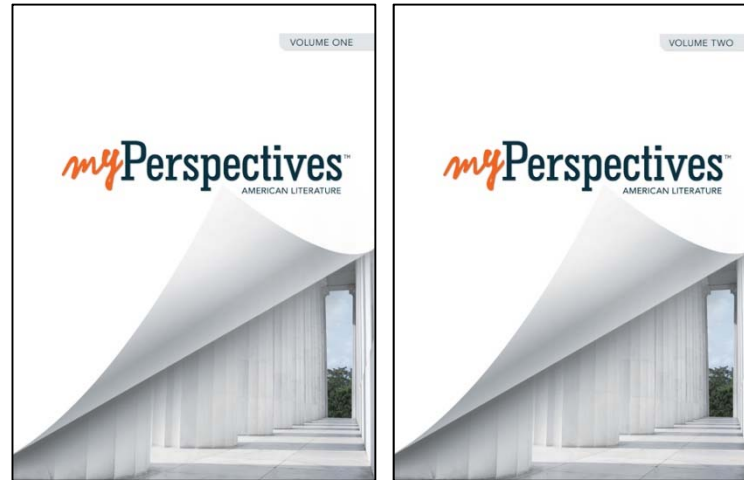


A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 11 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
 Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 11 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives American Literature, Grade 11
Publisher: Pearson Education, Inc.
Contact: Doug Pond
Email: doug.pond@pearson.com
Date: May 14, 2018

Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

SOL 11.3

STANDARD 11.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	ATE: 182, 219, 258, 259, 260, 375, 500, 517

STANDARD 11.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	ATE: 118, 210, 226, 296, 356, 372, 416, 446
b) Use context, structure, and connotations to determine meanings of words and phrases.	ATE: 102, 204, 250, 330, 338, 462, 520, 657
c) Discriminate between connotative and denotative meanings and interpret the connotation.	ATE: 122, 250, 255, 356, 404, 408, 428, 657
d) Explain the meaning of common idioms.	ATE: 6, 151, 241, 429, 436, 490, 706, 774
e) Explain the meaning of literary and classical allusions and figurative language in text.	ATE: 241, 259, 344, 440, 490, 682, 708, 855
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 186, 189, 277, 395, 499, 510, 517, 627

SOL 11.4

STANDARD 11.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	ATE: 148–153, 520, 528, 704, 682, 726, 776, 790
a) Describe contributions of different cultures to the development of American literature.	ATE: 92, 288, 330, 510, 520, 528, 704, 722
b) Compare and contrast the development of American literature in its historical context.	ATE: 12–15, 81, 148–153, 155, 284–287, 402–407, 554–559, 760–763
c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	ATE: 171, 221, 259, 357, 495, 658, 683, 775
d) Interpret the social or cultural function of American literature.	ATE: 24, 99, 444, 682, 726, 776, 790, 804
e) Analyze how context and language structures convey an author’s intent and viewpoint.	ATE: 335, 336, 415, 417, 429, 440, 490, 777

STANDARD 11.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.	ATE: 161, 259, 357, 419, 500, 626, 658, 775
g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.	ATE: 165, 181, 245, 500, 501, 514, 518, 519
h) Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.	ATE: 415, 417, 429, 500, 518, 629, 668, 777
i) Analyze the use of dramatic conventions in American literature.	ATE: 558–559, 589, 598, 620, 626, 641, 658, 690–691
j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	ATE: 164, 189, 356, 499, 499, 657, 774, 788
k) Compare/contrast literary and informational nonfiction texts.	ATE: 90–91, 190–191, 350–351, 430–431, 478–479, 508–509, 530–531, 690–691

SOL 11.5

<p>STANDARD 11.5</p>	<p>Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)</p>
<p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p>	<p>ATE: 293, 295, 348, 374, 376, 487, 488, 715</p>
<p>a) Apply information from texts to clarify understanding of concepts.</p>	<p>ATE: 122, 210, 226, 291, 293, 295, 370, 470</p>
<p>b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission.</p>	<p>ATE: 230–232, 233, 234, 235 CT: myPerspectives Plus: Resources: Workplace Writing Powerpoint Presentation; Application for a Mariner’s License; Writing to Sources: Job Application</p>
<p>c) Analyze technical writing for clarity.</p>	<p>ATE: 230–232, 233, 234, 235, 360, 361–366, 367, 368</p>
<p>d) Paraphrase and synthesize ideas within and between texts.</p>	<p>ATE: 43, 44, 121, 225, 304, 320, 342, 526</p>

STANDARD 11.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
e) Draw conclusions and make inferences on explicit and implied information using textual support.	ATE: 24, 58, 208, 217, 304, 363, 485, 522
f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	ATE: 72–81, 82–89, 90–91, 360–369, 370–377, 378–379, 508, 720
g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.	ATE: 24, 291, 295, 305, 310–316, 368, 376, 378
h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	ATE: 47, 49, 51, 80, 289, 332, 490 CT: myPerspectives Plus: Resources: Conventions and Style: Overstatement and Idioms
i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).	ATE: 24, 58, 210, 304, 375, 470, 488, 715

Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

Additional Criteria: Instructional Planning and Support	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	ATE: T6–T17, T38–T49, 2–3, 138–139, 264–265, 392–393, 394, 544–545
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T17, 10–11, 130A–130F, 138–139, 140, 264–265, 282–283, 382–383
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 16A–16D, 24, 27, 30, 60–67, 360, 378–379, 462A–462D
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 52B, 72C, 141, 152C, 204C, 277, 288C, 288
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: T6–T17, T38–T49, 2–3, 138–139, 264–265, 392–393, 394, 544–545