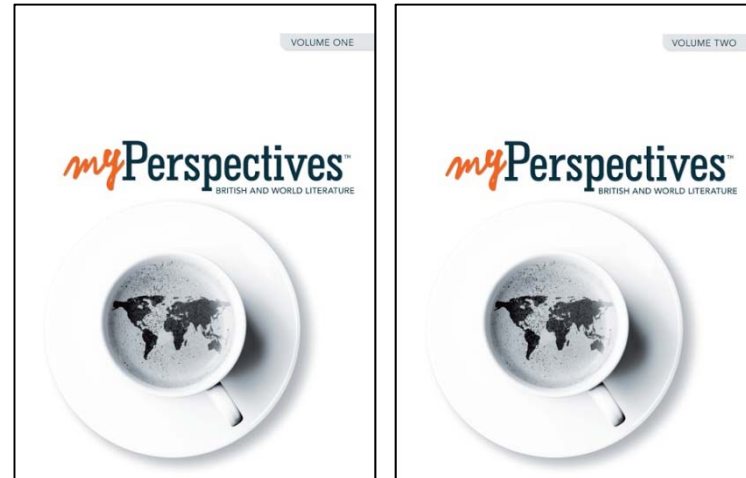


A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 12 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
 Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 12 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives British and World Literature, Grade 12

Publisher: Pearson Education, Inc.

Contact: Doug Pond

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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 12.3

STANDARD 12.3	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.)
12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	ATE: 77, 256, 382, 580, 632, 646, 702, 714
a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	ATE: 190, 331, 396, 472, 490, 580, 600, 620

STANDARD 12.3	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.)
b) Use context, structure, and connotations to determine meanings of words and phrases.	ATE: 190, 384, 396, 472, 480, 490, 504, 516
c) Discriminate between connotative and denotative meanings and interpret the connotation.	ATE: 91, 331, 552D, 566, 592, 672, 714, 751
d) Explain the meaning of common idioms, and literary and classical allusions in text.	ATE: 214, 255, 256, 361, 394, 501, 502, 628
e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 46, 81, 115, 239, 415, 539, 677, 736

SOL 12.4

STANDARD 12.4	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.)
12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.	ATE: 45, 122–125, 246–249, 250–257, 258–259, 542–549, 684–687, 755
a) Compare and contrast the development of British literature in its historical context.	ATE: 12–15, 122–125, 246–249, 250–255, 422–423, 542–549, 684–687, 755
b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts.	ATE: 294, 381, 486, 513, 524, 624, 636, 785
c) Compare/contrast details in literary and informational nonfiction texts.	ATE: 164–165, 358–359, 458–459, 488–489, 582–583, 662–663, 716–717, 742–743
d) Interpret the social and cultural function of British literature.	ATE: 44, 250–257, 432, 446, 542–549, 564, 598, 755

STANDARD 12.4	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.)
e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.	ATE: 82, 294, 433, 523, 565, 633, 643, 751
f) Compare and contrast traditional and contemporary poems from many cultures.	ATE: 129–159, 160–163, 164–165, 746, 755, 760–761, 762–763, 767
g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.	ATE: 250–256, 278, 294, 312, 321, 332, 349, 352
h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	ATE: 153, 155, 157, 292, 348, 441, 456, 499

SOL 12.5

STANDARD 12.5	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.)
12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts.	ATE: 185, 187, 193, 195, 211, 212, 654, 655
a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s).	ATE: 24, 58, 304, 396, 655, 661, 700, 712
b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	ATE: 216–221, 222, 223, 646–655, 656, 657, 662, 663
c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.	ATE: 646–655, 656, 658–661, 662, 663, 738–739, 740–741, 742–743
d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	ATE: 135, 214, 389, 397, 447, 691, 701 CT: myPerspectives Plus: Resources: Conventions and Style: Overstatement and Idioms
e) Analyze false premises claims, counterclaims, and other evidence in persuasive writing.	ATE: 6–7, 60, 62, 195, 240–241, 242, 397, 701

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, 112–113, 120–121, 226–227, 538–539, 540
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T17, 10–11, 102–103, 104A–104F, 112–113, 114, 244–245, 402–403
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 16A–16D, 48, 81, 157, 178, 360–367, 422–425, 548–551
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 16C, 126C, 239, 250C, 415, 438C, 472, 552C
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: T6–T17, T38–T49, 2–3, 112–113, 412–413, 414, 666–667, 770–771