

## A Correlation of



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To the

# Virginia 2017 English Standards of Learning and Curriculum Framework Grade 11 Writing



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

**Publisher Information**

Directions: Please complete the requested information below.  
**Text Title:** myPerspectives American Literatures, Grade 11  
**Publisher:** Pearson Education, Inc.  
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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 11.6***

<b>STANDARD 11.6</b>	<b>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>
11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.	<b>ATE:</b> 28, 50, 60–67, 101, 134, 684, 692–701, 746
a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	<b>ATE:</b> 60–67, 190–191, 192–199, 318–325, 450–457, 692–701, 808–815, 856–857

<b>STANDARD 11.6</b>	<b>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>
b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	<b>ATE:</b> 28, 61–63, 134–135, 684, 694, 696, 698, 745–747
c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.	<b>ATE:</b> 63–64, 134–135, 322, 454, 684, 690–691, 696, 745–747
d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	<b>ATE:</b> 62, 64, 195, 196, 197, 696, 810, 811
e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.	<b>ATE:</b> 28, 65, 66, 134–135, 684, 697, 698, 745–747
f) Blend multiple forms of writing including embedding narratives to produce effective essays.	<b>ATE:</b> 90–91, 184, 192–199, 261, 270, 308, 337, 806
g) Revise writing for clarity of content, accuracy and depth of information.	<b>ATE:</b> 66, 196, 324, 379, 456, 479, 698, 814
h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.	<b>ATE:</b> 60–67, 90–91, 192–199, 318–325, 430–431, 450–457, 692–701, 808–815

**SOL 11.7**

<b>STANDARD 11.7</b>	<b>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>
11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	<b>ATE:</b> 191, 379, 431, 479, 509, 531, 691, 699, 721, 815
a) Use complex sentence structure to infuse sentence variety in writing.	<b>ATE:</b> 107, 212, 323, 434, 447, 455, 456, R61
b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.	<b>ATE:</b> 212, 297, 307, 323, 447, 455, 499, R60
c) Distinguish between active and passive voice.	<b>ATE:</b> 452, 826, R62 <b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Active and Passive Voice

## ***SOL 11.8***

<b>STANDARD 11.8</b>	<b>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>
11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.	<b>ATE:</b> 59, 125, 261, 413, 425, 737, 827, R27–R35
a) Critically evaluate quality, accuracy, and validity of information.	<b>ATE:</b> 62–63, 125, 261, 320–321, 452–454, 694–695, R27, R30–R31
b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<b>ATE:</b> 62–63, 125, 261, 320–321, 452–454, 694–695, R27, R30–R31
c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	<b>ATE:</b> 59, 125, 320–321, 413, 452–454, 737, 827, R27–R35
d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<b>ATE:</b> 62, 115, 320, 321, 452, 694, R32–R33, R34–R35
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<b>ATE:</b> 62, 115, 320, 321, 452, 694, R32–R33, R34–R35
f) Demonstrate ethical use of the Internet.	<b>ATE:</b> 62, 93, 298, 320, 452, 695, R27, R28

## 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.

<b>Additional Criteria: Instructional Planning and Support</b>	<b>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>
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<b>ATE:</b> 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.	<b>ATE:</b> 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.	<b>ATE:</b> 16A–16D, 24, 27, 30, 60–67, 360, 378–379, 462A–462D
4. The writing style, syntax, and vocabulary are appropriate.	<b>ATE:</b> 52B, 72C, 141, 152C, 204C, 277, 288C, 288
5. Sufficient instructional strategies are provided to promote depth of understanding.	<b>ATE:</b> T6–T17, T38–T49, 2–3, 138–139, 264–265, 392–393, 394, 544–545