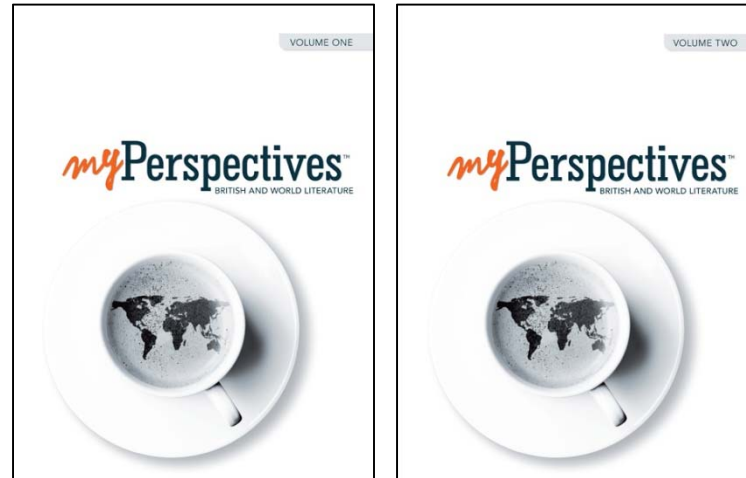


## A Correlation of



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## Virginia 2017 English Standards of Learning and Curriculum Framework Grade 12 Writing



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

**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  
**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 12.6***

<b>STANDARD 12.6</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>
12.6 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> 60–61, 62–69, 108, 164–165, 197, 295, 360–367, 458–459
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> 62–69, 94–95, 166–173, 360–367, 460–467, 604–611, 718–725, 742–743

<b>STANDARD 12.6</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 that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	<b>ATE:</b> 60–61, 62–69, 108, 164–165, 197, 295, 360–367, 458–459
c) Use a variety of rhetorical strategies to clarify and defend a position organizing claims, counterclaims, and evidence in a sustained and logical sequence.	<b>ATE:</b> 61, 63, 66, 67, 107, 158, 361–362, 363
d) Blend multiple forms of writing including embedding a narrative to produce effective essays.	<b>ATE:</b> 60, 166–173, 197, 358, 672, 460–467, 604–611, 645
e) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	<b>ATE:</b> 63, 66, 170, 171, 361, 363, 464, 608
f) Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	<b>ATE:</b> 62–69, 158, 164–165, 197, 108–109, 360–367, 408–409, R8–R13
g) Revise writing for clarity of content, depth of information, and technique of presentation.	<b>ATE:</b> 66, 95, 165, 172, 364, 464, 610, 724

<b>STANDARD 12.6</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>
h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.	<b>ATE:</b> 62–69, 94–95, 166–173, 360–367, 460–467, 604–611, 718–725, 742–743
i) Write to clearly describe personal qualifications for potential occupational or educational opportunities.	<b>ATE:</b> 171, 295, 460-462, 604-606, 672 <b>CT:</b> myPerspectives Plus: Resources: Writing to Sources: Job Application; Standards Practice: 270–271, 272–273, 276–277

**SOL 12.7**

<b>STANDARD 12.7</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>
12.7 The student will self- and peer-edit writing for Standard English.	<b>ATE:</b> 69, 173, 359, 367, 467, 489, 611, 725
a) Use complex sentence structure to infuse sentence variety in writing.	<b>ATE:</b> 65, 66, 171, 363, 364, 365, 463, 723, R62
b) Edit, proofread, and prepare writing for intended audience and purpose.	<b>ATE:</b> 69, 95, 173, 359, 367, 467, 611, 725
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<b>ATE:</b> 99, 168, 720, 721, 723, 635, R29, R34–R35

## ***SOL 12.8***

<b>STANDARD 12.8</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>
12.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.	<b>ATE:</b> 49, 107, 168, 511, 583, 603, 719, 720
a) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	<b>ATE:</b> 99, 330, 503, 583, 635, 718–725, 783, R26–R35
b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	<b>ATE:</b> 49, 108, 168, 187, 635, 649, 719, R27
c) Critically evaluate the accuracy, quality, and validity of the information.	<b>ATE:</b> 107, 108, 168, 635, 649, 719, 736, R27
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> 99, 168, 720, 721, 723, 635, R29, R34–R35
e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<b>ATE:</b> 99, 168, 720, 721, 723, 635, R32, R34–R35
f) Demonstrate ethical use of the Internet.	<b>ATE:</b> 99, 167, 183, 223, 379, 719, 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, 112–113, 120–121, 226–227, 538–539, 540
2. The textbook is organized appropriately within and among units of study.	<b>ATE:</b> 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.	<b>ATE:</b> 16A–16D, 48, 81, 157, 178, 360–367, 422–425, 548–551
4. The writing style, syntax, and vocabulary are appropriate.	<b>ATE:</b> 16C, 126C, 239, 250C, 415, 438C, 472, 552C
5. Sufficient instructional strategies are provided to promote depth of understanding.	<b>ATE:</b> T6–T17, T38–T49, 2–3, 112–113, 412–413, 414, 666–667, 770–771