

A Correlation of



Grade 11, ©2017

To the

**English Language Arts
Missouri Learning Standards
Grade-Level Expectations**



A Correlation of myPerspectives ©2017 to the English Language Arts Missouri Learning Standards: Grade-Level Expectations

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **English Language Arts Missouri Learning Standards: Grade-Level Expectations**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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.

©2016 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

Table of Contents

Reading Literary Text 4

Reading Informational Text 6

Writing..... 8

Speaking and Listening..... 10

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
Grades 11-12	
Reading Literary Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R2A, B, C,	
Draw conclusions, infer and analyze by citing relevant 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.	SE/TE: 164, 426, 444, 689, 774, 788, 802
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	SE/TE: 166, 260, 428, 500, 804, 855
C Text Features K-5 correlation R1A	
Interpret visual elements of a text and draw conclusions from them (when applicable).	For related content, please see: SE/TE: 53-56, 58, 503-505, 506, 507, 508-509
D Summarize/Theme K-5 correlation R2A	
Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.	SE/TE: 165, 357, 425, 443, 445, 624, 656, 679, 681, 773, 787
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R2B, R2C	
Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	SE/TE: 165, 181, 245, 448, 501, 519, 598, 626, 735, 789, 840, 856-857
B Point of View No K-5 correlation	
Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	SE/TE: 245, 358, 414, 426, 427, 658, 659 TE Only: 441, 730, 834

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
C Craft and Meaning K-5 correlation R2B, R2C	
Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	SE/TE: 167, 356, 428, 429, 517, 734, 777, 855 TE Only: 668
D Interaction and Meaning K-5 correlation R2A	
Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	SE/TE: 258, 357, 598, 626, 658, 735, 775, 803
3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Text in Forms K-5 correlation R4A	
Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	SE/TE: 190-191, 690-691 TE Only: 656, 686
B Relationships in Texts K-5 correlation R1C	
Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.	SE/TE: 406, 430-431, 828
C Historical Context K-5 correlation R2A	
Evaluate how an author's work reflects his or her historical/cultural perspective.	SE/TE: 164, 180, 426 TE Only: 669, 726
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	SE/TE: 152, 236, 248, 352, 432, 492, 510, 600, 628, 660, 722, 764, 780, 794, 828, 842

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
Reading Informational Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R3A, B, C	
Draw conclusions, infer and analyze by citing relevant 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.	SE/TE: 24, 46, 58, 226, 294, 414, 713 TE Only: 96, 108, 110
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	SE/TE: 122, 367, 416, 490, 529 TE Only: 408
C Text Features K-5 correlation R3A	
Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	SE/TE: 231-232, 233, 234
D Summarize/Claim K-5 correlation R3B, R3C	
Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	SE/TE: 23, 33, 45, 88, 293, 303, 335, 348, 366, 374, 413, 468, 470
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R3C	
Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.	SE/TE: 35, 79, 81, 211, 295, 305, 368, 376, 825
B Point of View K-5 correlation R3B	
Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.	SE/TE: 46, 99, 227, 304, 488, 715

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
C Craft and Meaning K-5 correlation R3B	
Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	SE/TE: 27, 294 TE Only: 18, 339, 408, 484
D Argument/Evidence K-5 correlation R3B	
Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	SE/TE: 25, 81, 227, 295, 368, 378-379 TE Only: 223, 291
3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Texts/Forms K-5 correlation R4A	
Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.	SE/TE: 90-91, 350-351, 378-379
B Relationships/ Texts K-5 correlation R1C	
Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	SE/TE: 90-91, 350-351, 720-721
C Historical Context No K-5 correlation	
Evaluate how an author's work reflects his or her historical/cultural perspective.	SE/TE: 34, 46, 58, 164, 189, 294, 304, 414
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend informational text independently and proficiently.	SE/TE: 16, 30, 40, 92, 102, 118, 204, 214, 288, 300, 330, 338, 360, 370, 406, 462, 480, 520, 704, 820

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
Writing	
1 Approaching the Task as a Researcher	
A Research K-5 correlation W3A	
<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>SE/TE: 88, 125, 261, 293, 303, 317, 320, 321, 476, 526, 531, 694, 695, 827</p> <p>TE Only: 172, 233, 863</p>
2 Approaching the Task as a Writer	
A Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	
<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	<p>SE/TE: 60-67, 192-199, 318-325, 450-457, 692-699, 808-815</p>

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
3 Approaching the Task as a Reader	
A Revise and Edit K-5 correlation W1C	
Review, revise, and edit writing with consideration for the task, purpose, and audience.	
A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	SE/TE: 66, 198, 324, 456, 698, 814
B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.	SE/TE: 66, 198, 324, 456, 698
C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	SE/TE: 37, 66, 67, 199, 325, 457, 699, 811, 815
D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	SE/TE: 66, 247, 454, 698
E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	SE/TE: 59, 67, 136, 199, 247, 317

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
Speaking and Listening	
1 Collaborating	
A Conversations K-5 correlation SL1A, SL3A	
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	SE/TE: 70-71, 126-127, 202-203, 229, 262-263, 328-329, 380-381, 460-461, 702-703, 818-819
B Questioning K-5 correlation SL3A	
Delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	SE/TE: 185, 229, 235, 262-263, 380-381, 449, 738-739
C Viewpoints of others K-5 correlation SL1A	
Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE/TE: 29, 229, 235, 359, 739, 779 TE Only: 186, 346, 556, 686, 718

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 11
2 Presenting	
A Verbal Delivery K-5 correlation SL4A	
Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.	SE/TE: 29, 39, 51, 127, 169, 185, 299, 390, 685, 748, 793, 807, 868 TE Only: 651
B Nonverbal K-5 correlation SL4A	
Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.	SE/TE: 39, 51, 169, 299, 685, 748, 793, 807, 868
C Multimedia K-5 correlation SL4A	
Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.	SE/TE: 51, 59, 247, 317, 508-509, 868