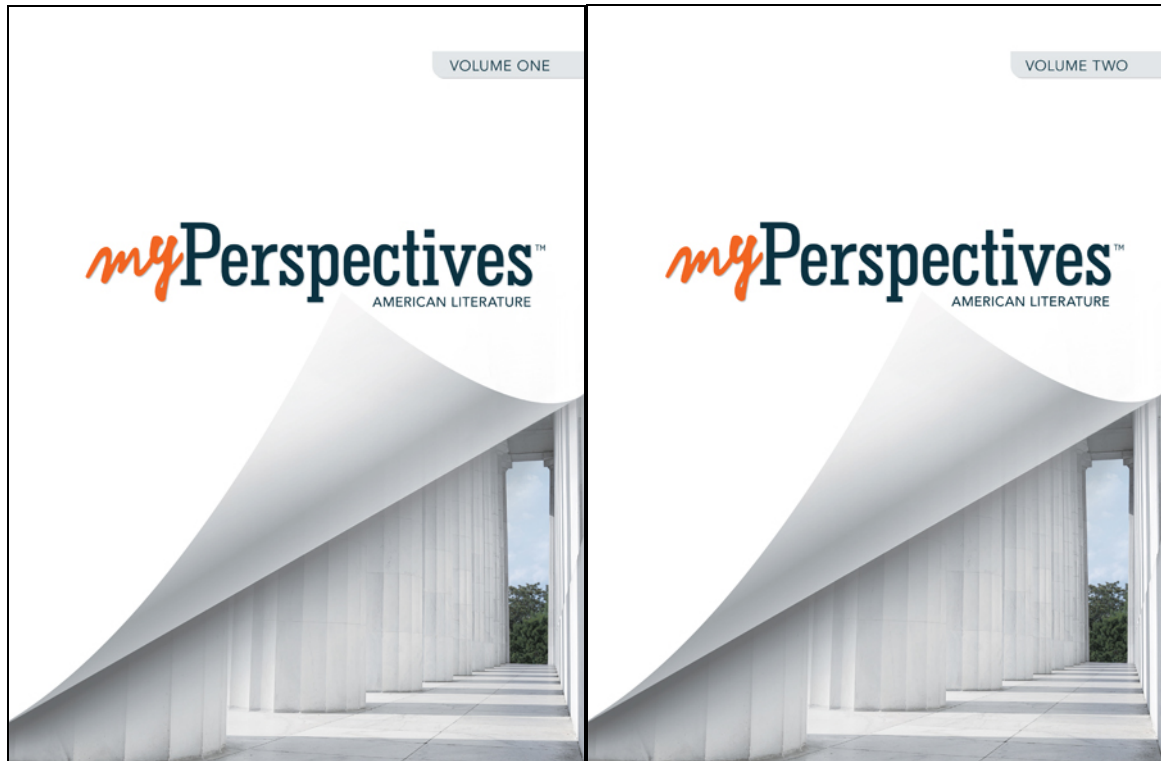


A Correlation of



Grade 11, ©2017

To the

**North Carolina
English Language Arts Standards
Course of Study
Grade 11**



A Correlation of myPerspectives, Grade 11 ©2017 to the North Carolina English Language Arts Standard Course of Study

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the North Carolina English Language Arts Standard Course of Study. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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.

©2018 Pearson Education, Inc. or its affiliate(s). All rights reserved

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

Table of Contents

READING: LITERATURE	4
READING: INFORMATIONAL TEXT	7
WRITING	11
SPEAKING AND LISTENING	23
LANGUAGE	27

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<p>SE/TE: “A Wagner Matinée,” 249; “The Notorious Jumping Frog of Calaveras County,” 426-427; “A White Heron,” 444-445; “The Jilting of Granny Weatherall,” 847, 851; <i>The Crucible</i>, 565, 581, 616, 620; “Everyday Use,” 774; “Everything Stuck to Him,” 788;</p> <p>myPerspectives Plus: Common Core Companion, 2-3, 9</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with most literature selections in the program.</i></p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.11-12.2 Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<p>SE/TE: [Theme] The Poetry of Emily Dickinson, 173; “The Story of an Hour,” 357; “A White Heron,” 445; “In the Longhouse, Oneida Museum,” 513; <i>The Crucible</i>, 684, 685; “Everyday Use,” 775 [Summary] Unit 6 Introduction, 756;</p> <p>myPerspectives Plus: Common Core Companion, 15-16, 22; Reading and Literary Analysis: Theme</p> <p><u>Additional Coverage</u></p> <p>SE/TE: [Theme] The Writing of Walt Whitman, 164, 165; “Chicago”/“Wilderness,” 492; <i>The Crucible</i>, Act IV, 680, 685; [Summary] “A Wagner Matinée,” 257; The Notorious Jumping Frog of Calaveras County, 425; A White Heron, 443; <i>The Crucible</i>, 624, 656, 679; “The Jilting of Granny Weatherall,” 852</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama .	SE/TE: “A Wagner Matinée,” 259; “The Story of an Hour,” 357; <i>The Crucible</i> , Act I, 598, 626, 658; “Antojos,” 723, 724, 725, 726, 735; “Everyday Use,” 775; “Everything Stuck to Him,” 792-793; “The Leap,” 803; “The Jilting of Granny Weatherall,” 844, 854 myPerspectives Plus: Common Core Companion, 28-29, 35
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text; analyze the impact of specific word choices on meaning and tone , including words with multiple meanings or language that is particularly engaging.	SE/TE: The Writing of Walt Whitman, 165, 167; “A Wagner Matinée,” 259, 260; “The Notorious Jumping Frog of Calaveras County,” 428-429; “Chicago” / “Wilderness,” 500; “The Jilting of Granny Weatherall,” 855; myPerspectives Plus: Common Core Companion, 35-36, 41-42, 48; <i>Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme; Academic Vocabulary and Word Analysis Skills: all lessons</i> Additional Coverage SE/TE: The Poetry of Emily Dickinson, 174, 175, 181; “A Wagner Matinee,” 260; <i>The Crucible</i> , 621, 668, 682; “The Leap,” 796, 804
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.11-12.5 Analyze how an author’s choices concerning how to construct specific parts of a text contribute to its overall structure and meaning as well as its effect on the reader.	SE/TE: “The Love Song of J. Alfred Prufrock,” 245; “A White Heron,” 448; “Chicago” / “Wilderness,” 501; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 519; <i>The Crucible</i> , 598; “Antojos,” 735; “Everything Stuck to Him,” 789; “An Occurrence at Owl Creek Bridge,” 840; “The Jilting of Granny Weatherall,” 854; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; myPerspectives Plus: Common Core Companion, 54-55

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.11-12.6 Analyze a case in which grasping perspective requires distinguishing what is directly stated in a text from what is really meant.	SE/TE: “The Love Song of J. Alfred Prufrock,” 245; “The Story of an Hour,” 358; “The Notorious Jumping Frog of Calaveras County,” 427; <i>The Crucible</i> , Act III, 659; “Everyday Use,” 772; myPerspectives Plus: Common Core Companion, 61-62 <u>Additional Coverage</u> SE/TE: “An Occurrence at Owl Creek Bridge,” 834, 840
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.11-12.7 Analyze multiple interpretations of a story, drama , or poem , evaluating how each version interprets the source text.	SE/TE: The Poetry of Emily Dickinson / from <i>Emily Dickinson</i> , 190-191; “Wilderness” / Carl Sandburg Reads “Wilderness,” 494; <i>The Crucible / The Crucible</i> , (audio),” 690-691; myPerspectives Plus: Common Core Companion, 68-69 <u>Additional Coverage</u> SE/TE: The Poetry of Emily Dickinson, 184; <i>from Emily Dickinson</i> , 189
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable to literature according to the North Carolina English Language Arts Course of Study
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.11-12.9 Analyze how two or more texts from the same period treat similar themes or topics and compare the approaches the authors take.	SE/TE: The Writing of Walt Whitman, 164-165; The Poetry of Emily Dickinson, 180-181; from <i>Life on the Mississippi</i> , 414; “The Notorious Jumping Frog of Calaveras County,” 426, 430; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509; myPerspectives Plus: Common Core Companion, 75-76

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p>RL.11-12.10 By the end of grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: The Writing of Walt Whitman, 152; “The Love Song of J. Alfred Prufrock,” 238; “A Wagner Matinée,” 248; “A White Heron,” 433; “Chicago” / “Wilderness,” 494, 496; from <i>The Way to Rainy Mountain</i>, 520; <i>The Crucible</i>, 560; “Antojos,” 723; “Everyday Use,” 765; “An Occurrence at Owl Creek Bridge,” 829; myPerspectives Plus: Common Core Companion, 82-83</p>
<p>READING: INFORMATIONAL TEXT</p>	
<p>CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>SE/TE: Declaration of Independence, 24; Letter to John Adams / from <i>Dear Abigail</i>, 104, 105, 108, 110, 111, 112; from <i>Walden</i> / “Civil Disobedience,” 227; from <i>Life on the Mississippi</i>, 414; from <i>Farewell to Manzanar</i>, 715; myPerspectives Plus: Common Core Companion, 90-91, 97</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</i></p> <p><u>Additional Coverage</u> SE/TE: Speech in the Convention, 46; from <i>The American Revolution: Visual Propaganda</i>, 53-56; from <i>What to the Slave Is the Fourth of July?</i>, 294</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>SE/TE: [Central Idea] from “Nature” / from “Self-Reliance,” 210; “Ain’t I a Woman?,” 335; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 714 [Summary] Unit Introductions (1-5), 8, 144, 280, 398, 550; myPerspectives Plus: Common Core Companion, 103-104, 110</p> <p><u>Additional Coverage</u> [Central Idea] from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 95; Second Inaugural Address, 304-305</p>
<p>CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>SE/TE: from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; “A Literature of Place,” 470; from <i>Farewell to Manzanar</i>, 715; “A Brief History of the Short Story,” 825; myPerspectives Plus: Common Core Companion, 116-117</p>
<p>CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p>	
<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<p>SE/TE: Gettysburg Address, 122, 123; “Ain’t I a Woman,” 336; Brown v. Board of Education: Opinion of the Court, 367; from <i>Life on the Mississippi</i>, 408, 410, 417; from <i>Dust Tracks on a Road</i>, 484, 486, 490; from <i>The Way to Rainy Mountain</i>, 523, 529; myPerspectives Plus: Common Core Companion, 35–36, 42, 123-124, 130; <i>Academic Vocabulary and Word Analysis Skills: all lessons</i></p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 35; “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i>, 81; from <i>The United States Constitution: A Graphic Adaptation</i>, 89; from “Nature” / from “Self-Reliance,” 210; from <i>What to the Slave Is the Fourth of July?</i>, 294-295; Second Inaugural Address, 304-305; Declaration of Sentiments / “Giving Women the Vote,” 344, 350-351; Brown v. Board of Education: Opinion of the Court, 368, 378, 379; “Was ‘Brown v. Board’ a Failure?,” 376; “A Brief History of the Short Story,” 825; myPerspectives Plus: Common Core Companion, 136-137</p>
<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p>RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, and/or persuasiveness of the text.</p>	<p>SE/TE: Declaration of Independence, 27; Speech in the Convention, 47; America’s Constitution: A Biography, 80; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 99; Gettysburg Address, 124; from <i>Walden</i> / from “Civil Disobedience,” 226, 228; “Ain’t I a Woman?,” 335; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Life on the Mississippi</i>, 415; from <i>Farewell to Manzanar</i>, 715; myPerspectives Plus: Common Core Companion, 143-144, 150; Reading and Literary Analysis: Author’s Conclusions; Author’s Voice</p> <p><u>Additional Coverage</u> SE/TE: Letter to John Adams / from <i>Dear Abigail</i>, 116; Gettysburg Address, 123; Second Inaugural Address, 304; from <i>Dust Tracks on a Road</i>, 489, 490; from <i>The Way to Rainy Mountain</i>, 528</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively , as well as in words in order to address a question or solve a problem.	SE/TE: “The American Revolution: Visual Propaganda,” 58; from <i>America’s Constitution: A Biography</i> / from <i>The United States Constitution: A Graphic Adaptation</i> , 90-91; “Perspectives on Lincoln,” 316; Declaration of Sentiments / “Giving Women the Vote,” 350-351; from <i>Farewell to Manzanar</i> / “Interview with George Takei,” 720-721; myPerspectives Plus: Common Core Companion, 156-157
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.11-12.8 Delineate and evaluate the reasoning in influential U.S. and/or British texts, including the premises, purposes, and arguments in works of public advocacy.	SE/TE: Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from “Nature” / from “Self-Reliance,” 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344; myPerspectives Plus: Common Core Companion, 170-171
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.11-12.9 Analyze foundational U.S. and/or British documents of historical and literary significance for their themes , purposes, and rhetorical features.	SE/TE: Declaration of Independence, 24-25; Preamble to the Constitution / Bill of Rights, 34-35; Gettysburg Address, 123; from “Nature” / from “Self-Reliance,” 211; Second Inaugural Address, 304-305; Declaration of Sentiments, 344; myPerspectives Plus: Common Core Companion, 170-171 <i>See myPerspectives for grade 9 & 10 for additional United States documents of historical and literary significance.</i> <u>Additional Coverage</u> SE/TE: Letter to John Adams / from <i>Dear Abigail</i> , 115, 116

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.11-12.10 By the end of grade 11, read and understand informational texts within the 11-12 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students apply this standard with informational text selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: Declaration of Independence, 16; Speech in the Convention, 40; “The American Revolution: Visual Propaganda,” 52; from <i>America’s Constitution: A Biography</i>, 72; from <i>The United States Constitution: A Graphic Adaptation</i>, 82; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 92; Letter to John Adams / from <i>Dear Abigail</i>, 102; from “Nature” / from “Self-Reliance,” 204; Perspectives on Lincoln,” 310; “Giving Women the Vote,” 346; Brown v. Board of Education: Opinion of the Court, 360; “Was ‘Brown v. Board’ a Failure?”, 370; from <i>Life on the Mississippi</i>, 406; “Interview with George Takei,” 716; myPerspectives Plus: Common Core Companion, 177-178</p>
WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747; myPerspectives Plus: Common Core Companion, 185-195; Interactive Writing Lessons: Argumentative Writing-High School</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747; myPerspectives Plus: Common Core Companion, 185-195; Interactive Writing Lessons: Argumentative Writing-High School</p>
<p>b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; America’s Constitution: A Biography, 81; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 61, 64, Unit 5: 693, 696; myPerspectives Plus: Common Core Companion, 186-189</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
<p>c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 61, 63, Unit 5: 693; myPerspectives Plus: Common Core Companion, 186-189</p> <p><u>Additional Coverage</u> SE/TE: <i>America’s Constitution: A Biography</i>, 81; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
d. Use words, phrases , and clauses as well as varied syntax to link the major sections of the text, create cohesion , and clarify the relationships between claim(s) and reasons, between reasons and evidence , and between claim(s) and counterclaims .	<p>SE/TE: Whole-Class Performance Task, Unit 1: 65, Unit 5: 698; myPerspectives Plus: Common Core Companion, 190</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, Act 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 66, Unit 5: 698; myPerspectives Plus: Common Core Companion, 190, 194</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>
f. Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; Whole-Class Performance Task, Unit 1: 64, Unit 5: 696; myPerspectives Plus: Common Core Companion, 191</p> <p><u>Additional Coverage</u> SE/TE: <i>The Crucible</i>, 684; Performance-Based Assessment, Unit 1: 133-135, Unit 5: 745-747</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Declaration of Independence, 28; Speech in the Convention, 50; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>, 101; <i>The Crucible</i>, 684; Whole-Class Performance Task, Unit 1: 60-67, Unit 5: 692-699; Performance-Based Assessment, Unit 1: 134-135, Unit 5: 746-747; myPerspectives Plus: Common Core Companion, 185-195; Interactive Writing Lessons: Argumentative Writing-High School; The Writing Process-High School</p>
<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 38; from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain't I a Woman?," 337; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; myPerspectives Plus: Common Core Companion, 196-207; Interactive Writing Lessons: Informative/Explanatory Writing</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; myPerspectives Plus: Common Core Companion, 196-207; Interactive Writing Lessons: Informative/Explanatory Writing-High School</p>
<p>b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: from <i>America's Constitution: A Biography / The United States Constitution: A Graphic Adaptation</i>, 90-91; <i>The Poetry of Emily Dickinson / from "Emily Dickinson,"</i> 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; "Ain't I a Woman?," 337; <i>Declaration of Sentiments / "Giving Women the Vote,"</i> 350; from <i>Life on the Mississippi / "The Notorious Jumping Frog of Calaveras County,"</i> 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar / "Interview with George Takei,"</i> 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, Unit 4: 451, 454; myPerspectives Plus: Common Core Companion, 197, 199, 200, 201</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 38; from <i>America’s Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain’t I a Woman?," 337; Declaration of Sentiments / "Giving Women the Vote," 350; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 319, 322, Unit 4: 452, 453, 454; myPerspectives Plus: Common Core Companion, 198, 200, 201</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
<p>d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: "The Love Song of J. Alfred Prufrock," 247; Declaration of Sentiments / "Giving Women the Vote," 350; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455; MyPerspectives Plus: Common Core Companion, 199, 201</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 324; Whole-Class Performance Task, Unit 4: 454, 456; myPerspectives Plus: Common Core Companion, 201, 202</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; “The Leap,” 806</p>
<p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: from <i>What to the Slave Is the Fourth of July?</i>, 298; Perspectives on Lincoln, 316; Whole-Class Performance Task, Unit 3: 318; Unit 4: 456; “Everyday Use,” 777; myPerspectives Plus: Common Core Companion, 203</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE : The Poetry of Emily Dickinson / from “Emily Dickinson,” 190-191; “The Love Song of J. Alfred Prufrock,” 247; “Ain’t I a Woman?,” 337; Declaration of Sentiments / “Giving Women the Vote,” 350; from <i>Life on the Mississippi</i> / “The Notorious Jumping Frog of Calaveras County,” 430-431; “In the Longhouse, Oneida Museum” / “Cloudy Day” / from <i>The Way to Rainy Mountain</i>, 530-531; “An Occurrence at Owl Creek Bridge” / “The Jilting of Granny Weatherall,” 856-857; Whole-Class Performance Task, Unit 3: 322, 324, Unit 4: 454; myPerspectives Plus: Common Core Companion, 199, 202</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>h. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 38; from <i>America's Constitution: A Biography</i> / <i>The United States Constitution: A Graphic Adaptation</i>, 90-91; Gettysburg Address, 125; The Poetry of Emily Dickinson / from "Emily Dickinson," 190-191; "The Love Song of J. Alfred Prufrock," 247; "A Wagner Matinée," 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; Second Inaugural Address, 308; "Ain't I a Woman?," 337; from <i>Life on the Mississippi</i> / "The Notorious Jumping Frog of Calaveras County," 430-431; "A Literature of Place" / "American Regional Art," 478-479; "In the Longhouse, Oneida Museum" / "Cloudy Day" / from <i>The Way to Rainy Mountain</i>, 530-531; from <i>Farewell to Manzanar</i> / "Interview with George Takei," 720-721; "An Occurrence at Owl Creek Bridge" / "The Jilting of Granny Weatherall," 856-857; Whole-Class Performance Task, Unit 3: 318-325, Unit 4: 450-457; Performance-Based Assessment, Unit 3: 387-389, Unit 4: 539-541; myPerspectives Plus: Common Core Companion, 196-207; Interactive Writing Lessons: Informative/Explanatory Writing-High School; The Writing Process-High School</p>
<p>CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from "Nature" / from "Self-Reliance," 213; Second Inaugural Address, 308; "Everyday Use," 778; "Everything Stuck to Him," 792; "The Leap," 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
a. Organize information and ideas around a topic to plan and prepare to write.	SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self- Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing-High School
b. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view , and introducing a narrator and/or characters ; create a smooth progression of experiences or events .	SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 193, 194, Unit 6: 809, 810; myPerspectives Plus: Common Core Companion, 209, 210, 211 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867
c. Use narrative techniques, such as dialogue , pacing , description , reflection , and multiple plot lines, to develop experiences, events , and/or characters .	SE/TE: from “Nature” / from “Self- Reliance,” 213; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 197, Unit 6: 811, 814; myPerspectives Plus: Common Core Companion, 212 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.</p>	<p>SE/TE: “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, Unit 6: 809, 810; myPerspectives Plus: Common Core Companion, 213</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>e. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 195, 197, 198, Unit 6: 813; myPerspectives Plus: Common Core Companion, 214</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>
<p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 194, 197, Unit 6: 810, 814; myPerspectives Plus: Common Core Companion, 214</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>g. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: The Writing of Walt Whitman, 168; The Poetry of Emily Dickinson, 184; from “Nature” / from “Self-Reliance,” 213; Second Inaugural Address, 308; “Everyday Use,” 778; “Everything Stuck to Him,” 792; “The Leap,” 806; Whole-Class Performance Task, Unit 2: 192-199, Unit 6: 808-815; Performance-Based Assessment, Unit 2: 269-271, Unit 6: 865-867; myPerspectives Plus: Common Core Companion, 208-218; Interactive Writing Lessons: Narrative Writing-High School; The Writing Process-High School</p>
<p>CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p>W.11-12.4 Use digital tools and resources to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, 67, Unit 2: 199, Unit 4: 452; Small-Group Performance Task, Unit 2: 262; Small-Group Performance Task, Unit 5: 738; myPerspectives Plus: Common Core Companion, 233, 234; Interactive Research Lesson: Sources and Evidence; Interactive Writing Lessons: all lessons</p>
<p>CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
<p>W.11-12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: Gettysburg Address, 125; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 293; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695; myPerspectives Plus: Common Core Companion, 240, 241, 244; Interactive Research Lessons: Research Writing, Sources and Evidence</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p>W.11-12.6 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: Gettysburg Address, 125; from <i>Walden</i> / from “Civil Disobedience,” 229; “A Wagner Matinée,” 261; from <i>What to the Slave Is the Fourth of July?</i>, 298; “Perspectives on Lincoln,” 317; from <i>Life on the Mississippi</i>, 413; “Antojos,” 737; “A Brief History of the Short Story,” 826; Whole Class Performance Task, Unit 1: 62-63, Unit 3: 320-321, Unit 4: 452-453, Unit 5: 694-695; myPerspectives Plus: Common Core Companion, 247-260; Interactive Research Lessons: Integrating Quotations, Media, and Citations; Research Writing; Sources and Evidence</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 133-135, Unit 3: 387-389, Unit 4: 539-541, Unit 5: 745-747</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869;</p> <p>myPerspectives Plus: Common Core Companion, 278-285; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p>
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from “Civil Disobedience,” 229; “The Story of an Hour,” 359; “A White Heron,” 448; <i>The Crucible</i>, 627; “Everyday Use,” 778; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859;</p> <p>myPerspectives Plus: Common Core Companion, 279-281; Interactive Speaking and Listening Lessons: Conversations and Discussions, Giving a Presentation</p> <p><u>Additional Coverage</u></p> <p>SE/TE: Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p>	<p>SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 4: 532; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><u>Additional Coverage</u> SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778</p> <p><i>In addition, students apply this standard in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>
<p>c. 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.</p>	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations, Giving a Presentation</p> <p><u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p> <p><i>In addition, students apply this standard in Launch Activity features, which appear in the Unit Introduction and in Working as a Team features, which appear in the Small Group Learning Overview lessons.</i></p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>SE/TE: Declaration of Independence, 29; from <i>Walden</i> / from "Civil Disobedience," 229; "The Story of an Hour," 359; "A White Heron," 448; <i>The Crucible</i>, 627; "Everyday Use," 778; myPerspectives Plus: Common Core Companion, 284; Interactive Speaking and Listening Lessons: Conversations and Discussions, Evaluating Presentations</p> <p><u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859</p>
<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>SE/TE: "The American Revolution: Visual Propaganda," 59; "Perspectives on Lincoln," 317; "Chicago" / "Wilderness" / "Sandburg's Chicago," 508–509; myPerspectives Plus: Common Core Companion, 286, 287; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>CCR Anchor Standard SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>SE/TE: Speech in the Convention, 51; Gettysburg Address, 124; from <i>Emily Dickinson</i>, 189; The Poetry of Emily Dickinson / from <i>Emily Dickinson</i>, 190-191; from <i>What to the Slave Is the Fourth of July?</i>, 299; Second Inaugural Address, 309; "Giving Women the Vote," 349; "Interview with George Takei," 719; Small-Group Performance Task, Unit 2: 262-263; Unit 5: 738-739; myPerspectives Plus: Common Core Companion, 290, 291, 294; Interactive Speaking and Listening Lessons: Evaluating Presentations</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	<p>SE/TE: Preamble to the Constitution / Bill of Rights, 39; Letter to John Adams / from <i>Dear Abigail</i>, 117; “Innovators and Their Inventions,” 235; <i>The Crucible</i>, 684; “The Leap,” 806; Small-Group Performance Task, Unit 1: 126-127, Unit 2: 262-263, Unit 3: 380-381, Unit 4: 532-533, Unit 5: 738-739, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 2: 272, Unit 3: 390, Unit 4: 542, Unit 5: 748, Unit 6: 868; Share Your Independent Learning, Unit 1: 132, Unit 2: 268, Unit 3: 386, Unit 4: 538, Unit 5: 744, Unit 6: 864; Unit Reflection, Unit 1: 137, Unit 2: 273, Unit 3: 391, Unit 4: 543, Unit 5: 749, Unit 6: 869; myPerspectives Plus: Common Core Companion, 297, 298, 301; Interactive Speaking and Listening Lessons: Giving a Presentation</p>
<p>CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>SL.11-12.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: Speech in the Convention, 51; “The American Revolution: Visual Propaganda,” 59; “The Love Song of J. Alfred Prufrock,” 247; “Perspectives on Lincoln,” 317; “Chicago” / “Wilderness” / “Sandburg’s Chicago,” 508-509; Small-Group Performance Task, Unit 6: 858-859; Performance-Based Assessment, Unit 1: 136, Unit 3: 390, Unit 6: 868; myPerspectives Plus: Common Core Companion, 304, 305; Interactive Speaking and Listening Lessons: Giving a Presentation</p>

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.	SE/TE: from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 100; “The Love Song of J. Alfred Prufrock,” 246; from <i>What to the Slave Is the Fourth of July?</i> , 297; Second Inaugural Address, 307; Declaration of Sentiments, 345; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; <i>The Crucible</i> , 599; “Antojos,” 736; “Everything Stuck to Him,” 791; Whole-Class Performance Task, Unit 1: 65, 67, Unit 2: 199, Unit 3: 323, 325, Unit 4: 457, Unit 5: 697, 699, Unit 6: 815; Grammar Handbook, R59-R65; myPerspectives Plus: Interactive Grammar Practice Lessons
CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.	SE/TE: Speech in the Convention, 49; “A Literature of Place,” 471; Whole-Class Performance Task, Unit 1: 67, Unit 2: 199, Unit 3: 325, Unit 4: 457, Unit 5: 699, Unit 6: 811, 815; Grammar Handbook, R66-R68; myPerspectives Plus: Interactive Grammar Practice Lessons (Punctuation)
CCR Anchor Standard L.3 – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts , to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SE/TE: from “Nature” / from “Self-Reliance,” 212; from <i>What to the Slave Is the Fourth of July?</i> , 297; Second Inaugural Address, 306; “Ain’t I a Woman?,” 336; Brown v. Board of Education: Opinion of the Court, 369; “Was ‘Brown v. Board’ a Failure?,” 377; “A White Heron,” 446; <i>The Crucible</i> , 599; “Everything Stuck to Him,” 790

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	SE/TE: Declaration of Independence, 27; Speech in the Convention, 49; from “Nature” / from “Self-Reliance,” 212; “Everyday Use,” 776; “An Occurrence at Owl Creek Bridge,” 841; Whole-Class Performance Task, Unit 3: 323, Unit 4: 455; myPerspectives Plus: Common Core Companion, 322, 323
CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.	
L.11-12.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships , and reference materials .	SE/TE: Preamble to the Constitution / Bill of Rights, 36; from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , 92; Gettysburg Address, 118; “A Literature of Place,” 462; from <i>Dust Tracks on a Road</i> , 488; “Chicago” / “Wilderness,” 492; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 510; from <i>The Way to Rainy Mountain</i> , 520; from <i>Farewell to Manzanar</i> , 704; “Antojos,” 722; “An Occurrence at Owl Creek Bridge,” 839; myPerspectives Plus: Academic Vocabulary and Word Study: Interactive Vocabulary Lessons <i>In addition, students apply this standard in the Concept Vocabulary and Word Study features, which appear with most text selections.</i>
CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.	
L.11-12.5 Demonstrate understanding of figurative language and nuances in word meanings.	SE/TE: The Poetry of Emily Dickinson, 182; “The Notorious Jumping Frog of Calaveras County,” 428; from <i>Dust Tracks on a Road</i> , 488; “In the Longhouse, Oneida Museum” / “Cloudy Day,” 518; from <i>The Way to Rainy Mountain</i> , 529; <i>The Crucible</i> , 597, 657; “The Jilting of Granny Weatherall,” 855; myPerspectives Plus: Reading and Literary Analysis: Figurative Language

**A Correlation of myPerspectives, Grade 11 ©2017 to the
North Carolina English Language Arts Standard Course of Study**

North Carolina English Language Arts Standard Course of Study	myPerspectives, Grade 11 ©2017
<p>a. Interpret figures of speech in context and analyze their role in the text based on grades 11-12 reading and content.</p>	<p>SE/TE: "A Wagner Matinée," 260; "The Story of an Hour," 353; "The Notorious Jumping Frog of Calaveras County," 426; from <i>Dust Tracks on a Road</i>, 490; "Chicago" / "Wilderness," 500; <i>The Crucible</i>, 637; The Leap, 796; myPerspectives Plus: Common Core Companion, 332, 333</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: Gettysburg Address, 122; Second Inaugural Address, 306; "The Story of an Hour," 356; "The Notorious Jumping Frog of Calaveras County," 428; <i>The Crucible</i>, 657; myPerspectives Plus: Common Core Companion, 334, 335</p>
<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Unit Goals (Academic Vocabulary), Unit 1: 5, Unit 2: 141, Unit 3: 277, Unit 4: 395, Unit 5: 545, Unit 6: 753; <i>The United States Constitution: A Graphic Adaptation</i>, 82; "Innovators and Their Inventions," 230; Second Inaugural Address, 306; Brown v. Board of Education: Opinion of the Court, 367; "American Regional Art," 472, 477; "Sandburg's Chicago," 502, 507; Small-Group Performance Task, Unit 4: 533; <i>The Crucible</i>, 625; "Interview with George Takei," 716, 719; myPerspectives Plus: Common Core Companion, 336, 337; Academic Vocabulary and Word Study: all lessons</p> <p><i>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</i></p>