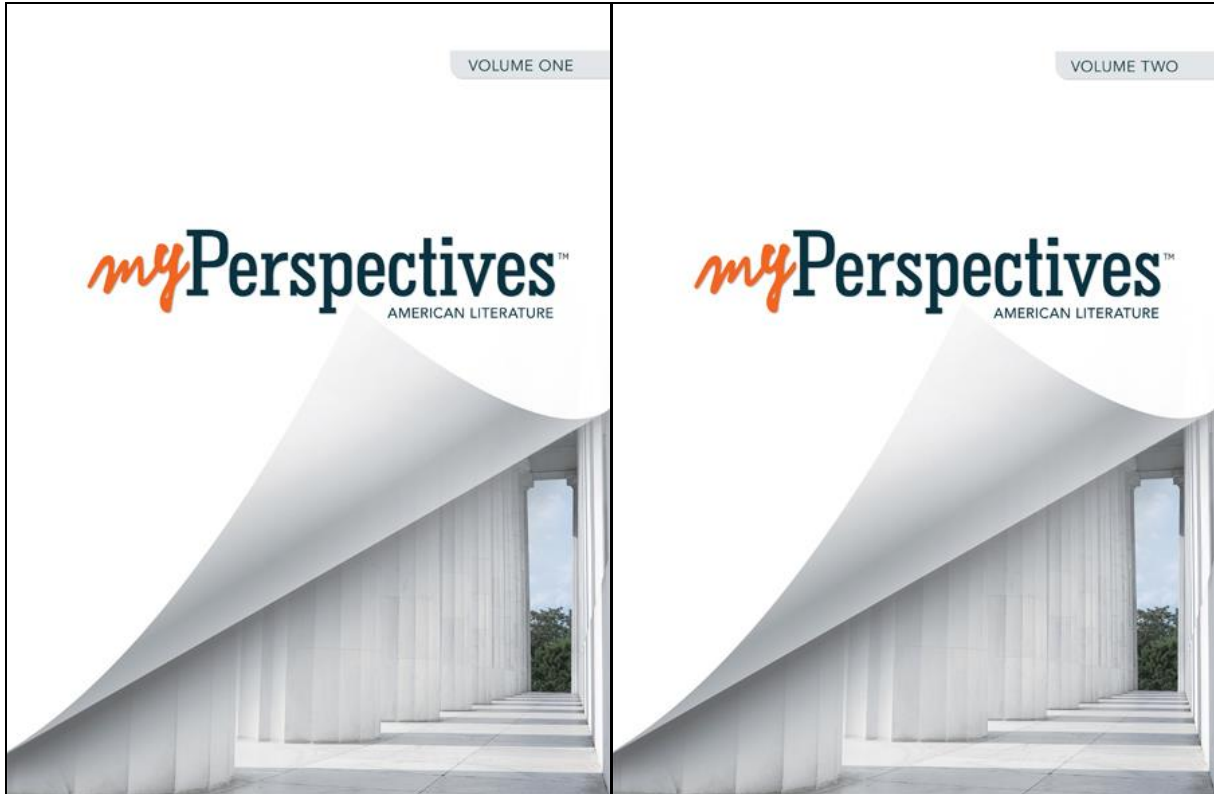


A Correlation of



Grade 11, ©2017

To the

**Oklahoma Academic Standards
for English Language Arts
Grade 11**



A Correlation of myPerspectives, Grade 11 to the Oklahoma Academic Standards for English Language Arts

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the Oklahoma Academic Standards for English Language Arts. 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.

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
11.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
11.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	<p>SE/TE: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
11.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<p>SE/TE: Working as a Team, 70, 202, 328, 460, 702, 818; Speaking and Listening: Video Recording 51; Oral Presentation, 117; Class Discussion, 185; Reading and Discussion, 309; Debate, 449; Small-Group Performance Task: 263; Small Group Learning: Support Others, 68, 200, 326, 458, 700, 816</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 11</p>
<p>11.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas by contributing to, building on, and questioning the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>SE/TE: Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
<p>11.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>11.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>SE/TE: Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Present and Argument, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449; Explanatory Talk, 532; Political Infomercial, 59; Storytelling Session, 868; Oral Presentation, 117, 169, 491; Deliver the Presentation, 857</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School: Giving a Presentation</p>

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11.1.W.2 Students will work effectively and respectfully within diverse groups, demonstrate willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>SE/TE: Working as a Team, 70, 202, 328, 460, 702, 818; Performance Task: Panel Discussion, 380–381; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869; Present and Discuss, 59, 79, 89, 98, 114, 122, 210, 226, 234, 244, 258, 317, 334, 343, 349, 356, 367, 375, 469, 477, 499, 507, 517, 527, 713, 734, 824, 839, 853; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions: Skills</p>
11.2 Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
11.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
11.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	<p>SE/TE: Notebook (examples), 23, 33, 45, 78, 113, 121, 209, 257, 293, 333, 355, 425, 468, 526, 656, 712, 756; Respond (examples), 16, 30, 40, 72, 102, 118, 204, 248, 288, 330, 352, 418, 462, 520, 628, 704, 742; Independent Learning, 130–132, 266–268, 384–386, 536–538, 742–744, 862–864; Paraphrase, 34, 304, 430</p>

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<p>11.2.R.2 Students will evaluate details in literary and non-fiction/informational texts to connect how genre supports the author's purpose.</p>	<p>SE/TE: Cite Textual Evidence (examples), 164, 180, 181, 189, 244, 258, 356, 414, 415, 426, 427, 444, 499, 507, 517, 597, 625, 658, 680, 734, 774, 790, 788, 802; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Analyze Craft and Structure: Historical Narrative as Argument, 81; Literary Nonfiction, 99; Poetic Structures, 165; Argumentative Structure, 295; Structure, 305; Structural Elements of Drama, 598; Literary Elements in Drama, 626;; Literary Forms, 681;</p> <p>TE only: Conclude (examples), 159, 161, 162, 172, 173, 175, 177, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 663, 665, 668, 723, 724, 726, 730, 847, 851</p>
<p>11.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	
<p>11.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p>	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School >Drafting, Revising</p>

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11.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	<p>SE/TE: Prewriting/Planning, 61, 190, 192, 319, 350, 430, 451, 509, 530; Drafting, 64, 101, 191, 194, 351, 431, 509, 531, 691, 721</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
11.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	<p>SE/TE: Drafting, 64, 101, 191, 194, 351, 431, 509, 531, 691, 721</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
11.2.W.4 Students will edit and revise multiple drafts for logical organization, enhanced transitions and coherence, sentence variety, and use of tone and point of view through specific rhetorical devices to establish meaningful texts.	<p>SE/TE: Revising, 66, 198, 324, 431, 456, 531, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 815</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
11.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	<p>SE/TE: Revising, 66, 198, 324, 431, 456, 531, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 815</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>

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11.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
11.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
11.3.R.1 Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic and organizational choices in grade-level literary and informational genres.	SE/TE: Historical Perspectives, 12–15, 148–151, 284–287, 402–405, 554–557, 760–763; Analyze the Text: Historical Perspectives, 24, 34, 46, 58, 164, 189, 294, 304, 414, 426, 444, 774, 788, 802; Biblical Allusions, 682; Literary Nonfiction, 528 TE only: Infer Cultural Context, 363; Analyze Cultural Context, 726
11.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	SE/TE: Analyze Craft and Structure: Author's Point of View, 227; Poetic Structure, 245; Character Development, 259; Point of View, 427; Literary Nonfiction, 528; Literary Devices, 659; Narrative Structure, 759, 854; Author's Choices: Structure, 840 TE only: Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239; Analyze a Narrator, 249
11.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:	
11.3.R.3.a theme	SE/TE: Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 445; Literary Forms, 681; Motif, 805; Writing to Compare, 190–191; Writing to Sources, 684 TE only: Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173,, 171, 221, 851; Articulating a Theme, 513
11.3.R.3.b archetypes	SE/TE: Protagonist, 753; Close Read, 783; Write a Short Story, 866 TE only: The Crucible Act II, 600; Conclude, 674 Digital Resources <i>myPerspectives Plus ELA</i> >Reading Skills and Literary Analysis> Epic Hero

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11.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:	
11.3.R.4.a imagery	SE/TE: Writing to Compare, 350, 530; Thematic Development, 445; Writing to Sources, 448; Language and Meaning, 500; Poetic Prose, 529; Figurative Language, 855 TE only: Interpret Images, 84; Analyze Descriptive Details, 251; Analyze Imagery, 256, 464, 496; Explore Figurative Language, 440
11.3.R.4.b tone	SE/TE: Author’s Purpose: Rhetoric, 47; Discuss the Speech, 51; Author’s Style: Voice, 116; Analyze the Readings, 185; Speaking and Listening, 299; Write It, 501 TE only: Word Choice, 167; Interpret Tone, 242; Analyze Author’s Tone, 339; Recognizing Voice and Identifying Tone, 668
11.3.R.4.c symbolism	SE/TE: Symbolism, 52, 58; Speaking and Listening, 59; Symbol, 445; Symbolic Meaning, 681 TE only: Interpreting a Symbol, 851
11.3.R.4.d irony	SE/TE: Analyze Craft and Structure: Irony, 358; Author’s Choices: Literary Devices, 659 Digital Resources <i>myPerspectives Plus ELA</i> >Reading Skills and Literary Analysis> Irony
11.3.R.5 Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints.	SE/TE: from What to the Slave Is the Fourth of July?: Close Read the Text & Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; Declaration of Sentiments: 338, 343; Giving Women the Vote, 347; <i>Brown v. Board of Education</i> : Opinion of the Court: Close Read the Text, 367; Was “Brown v. Board” a Failure: Comprehension Check, 374; Close Read the Text, 375; Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; Writing to Compare, 378–379; Speaking and Listening: Debate, 449 TE only: Analyze Arguments, 291

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<p>11.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their conclusions.</p>	<p>SE/TE: Author’s Choices: Structure, 35, 376; Structure of an Analytical Argument, 368, 376; Narrative Structure, 735, 803; Analyze Craft and Structure: Structure, 305; Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Autobiography, 489; Sequence of Events, 825; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Close-Read Guide, 131, 267, 385, 537, 743, 863; Analyze the Text, 597, 657, 774, 788 TE only: Identify Causality, 822; Chronological Order, 768</p>
<p>11.3.R.7 Students will make connections (e.g., thematic links, literary analysis, authors’ style) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>SE/TE: QuickWrite, 9, 145, 281, 399, 551, 757; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857</p>
<p>11.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>11.3.W.1 Narrative: Students will write narratives embedded in other modes as appropriate.</p>	<p>SE/TE: Performance Task: Write a Narrative, 808–815; Writing to Sources: Narrative Account, 168; Blog Post, 184; Story Element, 213; Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866–867; Resources Tool Kit, R20–R25</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Narrative Writing-High School</p>

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<p>11.3.W.2 Informative: Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p>	<p>SE/TE: Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Compare-and-Contrast Essay, 350–351, 378–379, 531; Multimedia Presentation, 508-509; Oral Presentation, 856–857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Research Report, 261; Resources Tool Kit, R14–R19</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>
<p>11.3.W.3 Informative: Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	<p>SE/TE: Whole Class Performance Task: Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Compare-and-Contrast Essay, 350–351, 378–379, 531; Multimedia Presentation, 508-509; Oral Presentation, 856–857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Research Report, 261; Resources Tool Kit, R14–R19</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>

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<p>11.3.W.4 Argument: Students will (1) introduce precise, informed claims, (2) distinguish them from alternate or opposing claims, (3) organize claims, counterclaims, and evidence in a way that provides a logical sequence for the entire argument, and (4) provide the most relevant evidences to develop balanced arguments, using credible sources.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
<p>11.3.W.5 Argument: Students will use words, phrases, clauses, and varied syntax to connect all parts of the argument and create cohesion and include a conclusion that follows logically from the information presented and supports the argument.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
<p>11.3.W.6 Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<p>SE/TE: Whole Class Performance Task: Write an Argument, 60–67; Write an Argument, 692–699; Writing to Sources: Argument, 28, 101, 134, 684; Evaluation of a Speech, 50; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
11.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
11.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<p>SE/TE: Academic Vocabulary, 5, 141, 277, 395, 547, 753; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 152, 166, 170, 182, 204, 205, 210, 214, 226, 236, 248, 258, 288, 296, 300, 306, 330, 334, 338, 343, 352, 356, 360, 367, 370, 375, 406, 416, 418, 432, 446, 462, 469, 480, 488, 492, 499, 510, 517, 520, 527, 560, 597, 600, 625, 628, 657, 660, 680, 704, 713, 722, 734, 764, 776, 780, 794, 804, 820, 824, 828, 839, 842, 853; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719</p> <p>TE only: Concept Vocabulary, 73, 74, 75, 93, 104, 109, 120, 208, 218, 290, 332, 340, 362, 365, 465, 482, 495, 513, 524, 706, 708, 822, 823, 845; Domain Specific Words, 627</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p> <p>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.</p>
11.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p>SE/TE: Word Study Skills: Roots, 26, 98, 20, 334, 446, 527, 804, 824; Affixes, 48, 79, 244, 226, 296, 416, 469, 713, 839, 853</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study>Word Study Worksheets</p>

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<p>11.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>SE/TE: Context Clues, 72, 102, 204, 236, 330, 338, 370, 462, 492, 510, 520, 722, 820, 824, 828; Practice, 98, 114, 122, 343, 367, 713, 734; also see: Word Network, 7, 143, 279, 397, 549, 753; Multiple-Meaning Words, 36, 488</p> <p>TE only: Concept Vocabulary, 104, 106, 109, 120, 208, 239, 240, 253, 331, 340, 341, 362, 465, 466, 482, 513, 524, 725, 729, 823; Vocabulary Development, 94; Context Clues, 361; Multiple-Meaning Words, 52, 403, 446, 755, 771</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>11.4.R.4 Students will analyze and evaluate the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>SE/TE: Word Study: Synonyms and Nuances, 306; Connotation and Denotation, 122, 356, 428, 657; Usage, 195; Vocabulary and Style Connection, 431; Multiple-Meaning Words, 36, 488</p> <p>TE only: Analyze Connotations, 404, 408, 255; Vocabulary Development, 250; Use Thesaurus, 814; Multiple-Meaning Words, 52, 403, 446, 755, 771</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>11.4.R.5 Students will use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (print and/or electronic) as needed.</p>	<p>SE/TE: Word Study, 26, 36, 48, 79, 98, 114, 166, 182, 183, 210, 296, 343, 375, 416, 428, 446, 488, 517, 597, 680, 713, 734, 804, 824; Concept Vocabulary, 258, 330, 356, 469; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Read It, 27</p> <p>TE only: Personalize for Learning, 156, 514, 827; Concept Vocabulary, 239</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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11.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
11.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	<p>SE/TE: Performance-Task Writing: Academic Vocabulary, 60, 192, 318, 450, 692, 808; Drafting, 64, 101, 191, 194, 351, 431, 509, 531, 691, 721; Academic Vocabulary, 5, 141, 277, 395, 547, 753</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
11.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	<p>SE/TE: Colloquial Language, 417; Description, 476, 506, 529; Figurative Language, 260, 490; Hyperbole, 427; Idioms, 429; Metaphor, 855; Word Choice, 28, 38, 50, 66, 168, 184, 298, 308, 813</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
11.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
11.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
11.5.R.1 Students will apply their knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts, understanding that usage and convention change over time and using that understanding to manipulate style when appropriate.	<p>SE/TE: Conventions and Style: Changes in Syntax and Usage, 27; Eighteenth-Century Narrative Style, 100; Rhetoric, 47, 80; Effective Rhetoric, 335; Use of Words and Phrases, 336; Dialect, 777; Active and Passive Voice, 826; Varying Syntax for Effect, 841</p> <p>TE only: Analyze Syntax, 18; Understand Regional Dialect, 420</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions</p>

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
11.5.W.1 Students will write using correct mechanics.	<p>SE/TE: Conventions and Style: Punctuation for Enumeration, 37; Compound Nouns, 246; Vary Syntax, 455; Punctuation, 471; Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Grammar Handbook, R66</p> <p><u>Digital Resources</u> <i>myPerspectives Plus</i> ELA>Conventions>Interactive Grammar Practice Lessons>Punctuation</p>
11.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, including the use of phrases and clauses, to signal differing relationships among ideas.	<p>SE/TE: Conventions and Style: Sentence Variety, 212, 447; Grammar Handbook, R61–R62</p> <p><u>Digital Resources</u> <i>myPerspectives Plus</i> ELA>Conventions>Interactive Grammar Practice Lessons>Sentences</p>
11.5.W.3 Students will demonstrate command of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	<p>SE/TE: Conventions and Style, 27, 37, 49, 100, 167, 183, 212, 228, 246, 260, 297, 307, 345, 358, 369, 377, 447, 471, 599, 736, 777, 791, 826, 841; Grammar Handbook, R59–R68</p> <p><u>Digital Resources</u> <i>myPerspectives Plus</i> ELA>Conventions>Interactive Grammar Practice Lessons</p>

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
11.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
11.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62-63, 320-321, 452-454, 694-695; Writing to Compare: Informative Essay, 90-91; Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134-135-135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

**A Correlation of myPerspectives, Grade 11 to the
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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 11</p>
<p>11.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.</p>	<p>SE/TE: Gather Evidence and Media, 738; Gather Evidence, 61, 126, 193, 319, 380, 451, 532, 693; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>
<p>11.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>SE/TE: Gather Evidence and Media, 738; Gather Evidence, 61, 126, 193, 319, 380, 451, 532, 693; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p>

**A Correlation of myPerspectives, Grade 11 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 11</p>
<p>11.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>11.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<p>SE/TE: Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 624, 656, 679, 712, 733, 773, 787, 801, 838, 852; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134-135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

**A Correlation of myPerspectives, Grade 11 to the
Oklahoma Academic Standards for English Language Arts**

<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 11</p>
<p>11.6.W.2 Students will integrate findings from sources using a well-developed thesis statement.</p>	<p>SE/TE: Writing to Compare: Informative Essay, 90–91; Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134-135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p>TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>
<p>11.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<p>SE/TE: Avoiding Plagiarism, Citations, 320; Conducting Research, R26–R35; Research: Incorporating Research into Writing, R32–R33; Format for Citing Sources, R34; MLA Style for Listing Sources, R35</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
<p>11.6.W.4 Students will synthesize and present information in a report.</p>	<p>SE/TE: Multimedia Presentation, 508-509; Narrative Scene, 792; Writing to Sources: Argument, 134-135–135; Research Report, 261; Informative Paragraph, 298; Speaking and Listening: Political Infomercial, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R26–R35</p> <p>TE TE only: Cross-Curricular Perspectives, 32, 42, 77, 186, 209, 223, 358, 365, 423, 436, 575, 617, 642, 652, 730, 800, 832, 846, 849; Digital Perspectives, 357, 408, 420, 465, 663, 707, 724, 769, 799, 844; Challenge, 104, 169, 366, 557, 569, 591, 806, 825, 836, 863</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

**A Correlation of myPerspectives, Grade 11 to the
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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
11.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
11.7.R.1 Students will analyze and evaluate the various techniques used to construct arguments in written, oral, visual, digital, non-verbal, and interactive texts, to generate and answer applied questions, and to create new understandings.	<p>SE/TE: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Writing to Compare: Prepare to Compare: Comparing a Graphic Adaptation with Text, 90–91; Comparing a Podcast with Text, 350–351; Comparing Artwork with Text, 478–479; Comparing Photographs with Text, 508–509; Comparing Text to Audio, 690–691; Comparing a Video Interview with Text, 720–721</p> <p>In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.</p>
11.7.R.2 Students will analyze the impact of selected media and formats on meaning.	<p>SE/TE: Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Writing to Compare: Prepare to Compare: Comparing a Graphic Adaptation with Text, 90–91; Comparing a Podcast with Text, 350–351; Comparing Artwork with Text, 478–479; Comparing Photographs with Text, 508–509; Comparing Text to Audio, 690–691; Comparing a Video Interview with Text, 720–721</p>

**A Correlation of myPerspectives, Grade 11 to the
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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
11.7.W.1 Students will design and develop multimodal content for a variety of purposes.	<p>SE/TE: Writing to Compare: Multimedia Presentation, 508–509; Revising, 324; Present an Argument, 739; Video Recording, 51; Political Infomercial, 59; Image Gallery, 317; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Storytelling Session, 868</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436; Present an Argument, 701; Multimedia Presentation, 763</p>
11.7.W.2 Students will construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	<p>SE/TE: Writing to Compare: Multimedia Presentation, 508–509; Revising, 324; Present an Argument, 739; Video Recording, 51; Political Infomercial, 59; Image Gallery, 317; Digital Presentation, 247; Gather Evidence with Media Examples, 738; Performance-Based Assessment: Video Commentary, 136; Podcast, 390; Storytelling Session, 868</p> <p>TE only: Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p>

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Oklahoma Academic Standards English Language Arts	myPerspectives Grade 11
11.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
11.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
11.8.R.1 Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 128–129, 264–265, 382–383, 534–535, 740–741, 860–861; Independent Learning, 130–132, 266–268, 384–386, 536–538, 742–744, 862–864</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49; Independent Learning, 130A–130F, 266A–266D, 384A–384F, 536A–536D, 742A–742D, 862A–862D</p> <p>Digital Resources <i>myPerspectives ELA National Grade 11</i>>Student Edition>Units 1-6: Independent Learning</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 11</p>
<p>11.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>11.8.W.1 Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and be able to apply new understandings in an original way.</p>	<p>SE/TE: Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informative Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative, 808–815; QuickWrite, 9, 131, 145, 267, 281, 385, 399, 537, 551, 743, 745, 757, 863, 865; Writing to Compare, 90–91, 190–191, 350–351, 378–379, 430–431, 478–479, 508–509, 530–531, 690–691, 720–721, 856–857; Writing to Sources, 28, 38, 50, 101, 168, 184, 213, 247, 261, 298, 308, 337, 448, 684, 778, 792, 806; Performance-Based Assessment, Writing to Sources: Argument, 134–135: Personal Narrative, 270–271; Informational Text Essay, 388–389; Explanatory Essay, 540–541; Argument, 746–747; Short Story, 866–867</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons</p>