

## A Correlation of



**Grade 11, ©2017**

To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 11**



**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or 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.

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

**Table of Contents**

<b>1.2</b>	<b>Reading Informational Text .....</b>	<b>4</b>
<b>1.3</b>	<b>Reading Literature .....</b>	<b>8</b>
<b>1.4</b>	<b>Writing.....</b>	<b>12</b>
<b>1.5</b>	<b>Speaking and Listening .....</b>	<b>19</b>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
<b>Grades 11–12</b>	
<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<b>CC.1.2.11–12.A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	<b>SE/TE:</b> Analyze Craft and Structure: Development of Ideas, 211; First Read: Nonfiction, 370; Thematic Development, 445; also see: Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 444, 469, 470, 488, 527, 715, 716 <b>TE only:</b> Determine Key Ideas, 463; Determine Main Ideas, 208; Finding the Main Idea, 95; Infer Key Ideas, 217
Key Ideas and Details - Text Analysis	
<b>CC.1.2.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	<b>SE/TE:</b> Cite Textual Evidence (Informational), 24, 25, 34, 35, 46, 47, 58, 79, 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367, 375, 469, 470, 488, 527, 715, 716; Make Inferences, 24, 58, 304 <b>TE only:</b> Conclude (Informational), 18, 22, 44, 76, 77, 95, 96, 104, 105, 108, 110, 111, 112, 206, 208, 217, 219, 223, 224, 289, 291, 332, 339, 341, 347, 361, 363, 364, 371, 373, 463, 464, 467, 483, 484, 485, 521, 522, 525, 525, 705, 709, 711
<b>CC.1.2.11–12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	<b>SE/TE:</b> Author’s Style: Author’s Choices: Rhetoric, 81; Analyze the Media, 89; Development of Theme, 357; Development of Ideas, 470; Complex Individuals, 714; Sequence of Events, 825; Analyze the Text, 356, 469, 824 <b>TE only:</b> Analyzing Sequence, 373

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Craft and Structure - Point of View	
<p><b>CC.1.2.11–12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Appealing to an Audience, 47; Author’s Choices: Rhetoric, 80; Historical Narrative as Argument, 81; Literary Nonfiction, 99; Author’s Choices: Rhetoric, 123; Conversational Style, 228; Structure, 305; Effective Rhetoric, 335; Author’s Purpose, 415; Literary Nonfiction, 489, 528; Comparing Text to Media, 502–507; Author’s Point of View, 715; Conventions and Style: Parallelism, 49; Author’s Voice: Voice, 116; Analyze the Text, 79, 304, 414, 488, 527; Prepare to Compare: Comparing a Podcast With Text, 350; Comparing Photographs With Text, 508; Writing to Compare, 351, 509 <b>TE only:</b> Analyze Author’s Perspective, 483; Analyzing Author’s Viewpoint, 44; Infer Author’s Attitude, 353; Infer Author’s Beliefs, 105; Analyze Rhetoric, 289, 332; Analyze Rhetorical Devices, 289</p>
Craft and Structure - Text Structure	
<p><b>CC.1.2.11–12.E</b> 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><b>SE/TE:</b> Author’s Style: Author’s Choices: Rhetoric, 81; Historical Narrative as Argument, 80; Comparing a Graphic Adaptation With Text, 90; Sentence Variety, 212; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; 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; Prepare to Compare, 378; Writing to Compare, 379; Sequence of Events, 825; Analyze the Media, 89; analyze the Text, 294, 304; Writing to Sources, 308, 448 <b>TE only:</b> Analyze Arguments, 291</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p>	<p><b>SE/TE:</b> Author’s Style: Words and Phrases, 417; Analyze Craft and Structure: Development of Ideas, 470; Conventions and Style: Figurative Meanings, 490</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.11–12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719; Prepare to Compare: Comparing a Graphic Adaptation With Text, 90; Comparing a Podcast With Text, 350; Comparing Artwork with Text, 478; Comparing Photographs With Text, 508; Comparing a Video Interview With Text, 720; Writing to Compare, 91, 351, 479, 50, 7219; Speaking and Listening, 235, 317</p>
Integration of Knowledge and Ideas - Evaluating Arguments	
<p><b>CC.1.2.11–12.H</b> Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>	<p><b>SE/TE:</b> from What to the Slave Is the Fourth of July?: Close Read the Text &amp; Analyze the Text, 294; Analyze Craft and Structure: Argumentative Structure, 295; <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; Prepare to Compare, 378; Writing to Compare, 379 <b>TE only:</b> Analyze Arguments, 291</p>
Integration of Knowledge and Ideas - Analysis Across Texts	
<p><b>CC.1.2.11–12.I</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	<p><b>SE/TE:</b> Declaration of Independence: 24-25; Preamble to the Constitution/The Bill of Rights: 34, 35; Letter to John Adams/from Dear Abigail: 114, 115; from Nature/from Self-Reliance: 213; Second Inaugural Address: 304, 305; Declaration of Sentiments: 338, 343; The Notorious Jumping Frog of Calaveras County: 431</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.2.11–12.J</b> 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SE/TE:</b> Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713; Media Vocabulary, 52, 58, 82, 89, 186, 189, 230, 234, 310, 316, 346, 349, 472, 477, 502, 507, 686, 689, 716, 719 <b>TE only:</b> Domain Specific Words, 627</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 11</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 11</b></p>
<p><b>CC.1.2.11–12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p><b>SE/TE:</b> Context Clues, 72, 102, 204, 330, 338, 370, 462, 520; Word Network, 7, 143, 279, 397, 549, 753; Concept Vocabulary, 16, 26, 30, 36, 40, 48, 72, 79, 92, 98, 102, 114, 118, 122, 204, 205, 210, 214, 226, 288, 296, 300, 306, 330, 334, 338, 343, 360, 367, 370, 375, 416, 462, 469, 480, 488, 520, 527, 704, 713</p>
<p>Range of Reading</p>	
<p><b>CC.1.2.11–12.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 16, 30, 72, 92, 102, 152, 204, 215, 288, 300, 330, 338, 360, 370, 406, 462, 480, 520, 706, 830; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide, 131, 267, 385, 537, 743, 863</p> <p><u>Literary nonfiction and informational text selections include the following:</u> Declaration of Independence, 16; Preamble to the Constitution/The Bill of Rights, 30; Speech in the Convention, 40; The American Revolution: Visual Propaganda, 52; from America’s Constitution: A Biography, 72; from The United States Constitution: A Graphic Adaptation, 82; from The Interesting Narrative of the Life of Olaudah Equiano, 92; Letter to John Adams/from Dear Abigail, 102; The Gettysburg Address, 118; The Writing of Walt Whitman, 152; Innovators and Their Inventions, 230; from What to the Slave Is the Fourth of July?, 288; Second Inaugural Address, 300; Ain’t I a Woman?, 330; from Life on the Mississippi, 406; A Literature of Place, 462; from Dust Tracks on a Road, 480; from The Way to Rainy Mountain, 520, 528; Antojos, 722; A Brief History of the Short Story, 820; An Occurrence at Owl Creek Bridge, 828</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 11</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 11</b></p>
<p><b>1.3 Reading Literature</b> Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
<p>Key Ideas and Details - Theme</p>	
<p><b>CC.1.3.11–12.A</b> Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p><b>SE/TE:</b> Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 495; Literary Forms, 681; Writing to Compare, 191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807 <b>TE only:</b> Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author’s Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p>
<p>Key Ideas and Details - Text Analysis</p>	
<p><b>CC.1.3.11–12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p>	<p><b>SE/TE:</b> Analyze the Text, 180, 680; Analyze Craft and Structure: Poetic Structures, 165; Development of Theme, 357; Thematic Development, 495; Literary Forms, 681; Writing to Compare, 191; Write an Explanatory Essay, 450, 540; Writing to Sources, 684; Speaking and Listening, 685, 807 <b>TE only:</b> Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Author’s Perspective, 379; Theme, 171, 221, 851; Poetry Research, 179; Articulating a Theme, 513</p>



**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Key Ideas and Details - Literary Elements	
<p><b>CC.1.3.11–12.C</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Characterization, 259; Structural Elements of Drama, 598; Literary Elements in Drama, 626, Character Development in Drama, 658; Realism, 683; Narrative Structure, 735; Literary Elements: Character, 775; Narrative Structure, 803; Writing to Sources, 792; Research, 737</p> <p><b>TE only:</b> Analyze Character, 568, 574, 616, 844; Examine Character, 590; Analyze Characterization, 799; Explore Characterization, 611; Understand Character Motivation, 592; Analyze Direct Characterization, 419; Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831; Analyze Conflict, 581; Examine Conflict, 591</p>
Craft and Structure - Point of View	
<p><b>CC.1.3.11–12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Dramatic Monologue, 245; Irony, 358; Point of View, 427; Character Development in Drama, 658, Literary Devices, 659; Interior Monologue, 854; Analyze the Text, 244, 426</p> <p><b>TE only:</b> Explore Point of View, 730; Determine Point of View, 834; Analyze an Internal Monologue, 239</p>
Craft and Structure - Text Structure	
<p><b>CC.1.3.11–12.E</b> Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Poetic Structure, 165, 501; Poetic Structure and Style, 181; Dramatic Monologue, 245; Poetic Devices, 518; Poetic Conventions, 519; Structural Elements of Drama, 598; Literary Elements in Drama, 626; Narrative Structure, 735, 789; Patterns of Organization. 840; Analyze the Text, 164, 244, 517, 597, 734</p> <p><b>TE only:</b> Analyze Plot, 571, 589, 632, 723; Analyze Flashback, 254; Analyze Story Ending, 837; Analyze Story Structure, 782; Recognize Flashback, 724; Recognize Foreshadowing, 831</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Craft and Structure - Vocabulary	
<p><b>CC.1.3.11–12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p>	<p><b>SE/TE:</b> Figurative Language, 260; Allusions, 344; Connotation and Denotation, 428; Impact of Word Choice, 429; Prepare to Compare, 430; Figurative Meanings, 490; Language and Meaning, 500; Concept Vocabulary, 510; Poetic Devices, 518; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855 <b>TE only:</b> Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175</p>
Integration of Knowledge and Ideas - Sources of Information	
<p><b>CC.1.3.11–12.G</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p><b>SE/TE:</b> Comparing Text to Media (work of Emily Dickinson), 186–189; Prepare to Compare, 190; Writing to Compare, 191; Comparing Text to Media The Crucible (L.A. Theater Works: The Crucible), 686–689; Prepare to Compare, 690; Writing to Compare, 691</p>
Integration of Knowledge and Ideas	
<p><b>CC.1.3.11–12.H</b> Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Poetic Structures &amp; Practice, 164; Poetic Structure and Style, 181; also see: Analyzing the Text, 164, 180, 189, 244, 258, 356, 414, 415, 426, 427, 444, 445, 499, 507, 517, 599, 600, 627, 628, 659, 660, 682, 683, 684, 685, 691, 736, 774, 776, 777, 790, 791, 804, 805, 834, 849, 863</p>
Vocabulary Acquisition and Use	
<p><b>CC.1.3.11–12.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p><b>SE/TE:</b> Context Clues, 492, 510, 722, 820, 824, 828; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 11</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 11</b></p>
<p><b>CC.1.3.11–12.J</b> 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 gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SE/TE:</b> Poetic Devices, 518; Motif, 805; Similes and Metaphors, 855; Concept Vocabulary (Literary), 166, 170, 182, 236, 248, 258, 352, 356, 416, 418, 432, 446, 492, 499, 510, 517, 560, 597, 600, 625, 628, 657, 660, 680, 722, 734, 764, 776, 780, 794, 804, 828, 839, 842, 853</p>
<p>Range of Reading</p>	
<p><b>CC.1.3.11–12.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction, 248, 352, 418, 432, 724, 766, 782, 796, 838, 852; Independent Learning: First-Read Guide, 130, 266, 384, 536, 742, 862; Close-Read Guide: 131, 267, 385, 537, 743, 863</p> <p><u>Literary fiction selections include the following:</u> The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; from Nature/from Self-Reliance, 204; from Walden/from Civil Disobedience, 214; The Love Song of J. Alfred Prufrock, 236; A Wagner Matinée, 248; The Story of an Hour, 352; The Notorious Jumping Frog of Calaveras County, 418; A White Heron, 432; The Poetry of Carl Sandburg, 492; In the Longhouse, Oneida Museum/Cloudy Day, 510; The Crucible, 560, 600, 628, 660; from Farewell to Manzanar, 704; Everyday Use, 764; Everything Stuck to Him, 780; The Leap, 794; The Jilting of Granny Weatherall, 842</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Uncle Tom’s Cabin, The Jungle, A Separate Peace, The Red Badge of Courage)</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
<b>1.4 Writing</b> <b>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</b>	
Informative/ Explanatory	
<b>CC.1.4.11–12.A</b> <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</b>	<b>SE/TE:</b> Whole Class Performance Task: Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Performance-Based Assessment: Informational Text Essay, 388–389; Explanatory Essay, 540–541; Writing to Compare: Informational Text, 351; Informative Essay, 379, 531; Multimedia Account, 509; Essay, 857; Writing to Sources: Critical Analysis, 448; Digital Presentation, 247; Informational Paragraph, 298; Informational Text, 337; Informative Eyewitness Account, 308; Informative Writing, 38; Research Report, 261; Resources Tool Kit, R14–R19
Informative/Explanatory - Focus	
<b>CC.1.4.11–12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.	<b>SE/TE:</b> Whole-Class Performance Task: Prewriting/ Planning, 319, 451; Assessing Strengths and Limitations, 320; Explain a Process, 454; Revising for Purpose and Organization, 456; Performance-Based Assessment: Focus and Organization, 389, 541
Informative/Explanatory - Content	
<b>CC.1.4.11–12.C</b> Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Informative Writing, 38; Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319; Drafting, 322, 452; Using Research, 452–453; Performance-Based Assessment, 388, 389, 540, 541
Informative/Explanatory - Organization	
<b>CC.1.4.11–12.D</b> Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Explanatory Essay, 450; Prewriting/ Planning, 319, 451; Drafting, 454; Performance-Based Assessment: 387, 388, 389, 539, 540, 541

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Informative/Explanatory - Style	
<p><b>CC.1.4.11–12.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	<p><b>SE/TE:</b> Whole-Class Performance Task: Revising, 324, Elements of an Explanatory Essay, 450; Evaluating Your Draft, 456; Informational Paragraph, 298; Performance-Based Assessment, 388, 389, 540, 541</p>
Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.11–12.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 325, 457; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67</p>
Opinion/Argumentative	
<p><b>CC.1.4.11–12.G</b> <b>Write arguments to support claims in an analysis of substantive topics.</b></p>	<p><b>SE/TE:</b> 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>
Opinion/Argumentative - Focus	
<p><b>CC.1.4.11–12.H</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <ul style="list-style-type: none"> <li>Introduce the precise, knowledgeable claim.</li> </ul>	<p><b>SE/TE:</b> Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Prewriting, 61, 693; Drafting, 64; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Opinion/Argumentative - Content	
<p><b>CC.1.4.11–12.I</b> Distinguish the claim(s) from alternate or opposing claims; 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><b>SE/TE:</b> Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Research, 62–63, 694; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p>
Opinion/Argumentative - Organization	
<p><b>CC.1.4.11–12.J</b> Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Whole-Class Performance Task: Elements of an Argument, 60, 692; Create Cohesion: Tense Sequence, 65; Word Choice and Style, 66; Drafting, 696; Vocabulary and Tone, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p>
Opinion/Argumentative - Style	
<p><b>CC.1.4.11–12.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	<p><b>SE/TE:</b> Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60, 692; Evaluating Your Draft, 66, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747</p>
Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.11–12.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 67, 701; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Narrative	
<b>CC.1.4.11–12.M</b> Write narratives to develop real or imagined experiences or events.	<b>SE/TE:</b> Performance Task: Write a Narrative Text, 808–815; Writing to Sources: Brief Account, 168; Blog Post, 184; Narrative, 213; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Performance-Based Assessment: Personal Narrative, 270; Short Story, 866; Resources Tool Kit, R20–R25
Narrative Focus	
<b>CC.1.4.11–12.N</b> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	<b>SE/TE:</b> Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Prewriting, 193, 809; Drafting 194, 810; Vary Syntax, 455; Performance-Based Assessment: Review Evidence for a Personal Narrative, 269; Review Notes for a Narrative, 865
Narrative Content	
<b>CC.1.4.11–12.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	<b>SE/TE:</b> Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Write It, 198, 808, Add Variety: Dialogue, Revising, 811; Revising, 812; Making Writing Sophisticated, 813
Narrative Organization	
<b>CC.1.4.11–12.P</b> Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>SE/TE:</b> Writing to Sources: Short Narrative, 778; Narrative Scene, 792; Anecdote, 806; Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Drafting, 194, 810

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Narrative Style	
<p><b>CC.1.4.11–12.Q</b> Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> <li>• Use parallel structure.</li> <li>• Use various types of phrases and clauses to convey specific meanings and add variety and interest.</li> <li>• Use precise language, domain- specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> </ul>	<p><b>SE/TE:</b> Whole-Class Performance Task: Elements of a Personal Narrative, 192; Elements of a Fictional Narrative, 808; Add Variety: Precise Words and Phrases, 195; Revising, 196; Write It, 814; Writing to Sources: Brief Account, 168; Blog Post, 184; Short Narrative, 778; Narrative Scene, 792; Anecdote, 806</p>
Narrative Conventions of Language	
<p><b>CC.1.4.11–12.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 812; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67</p>
Response to Literature	
<p><b>CC.1.4.11–12.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>SE/TE:</b> Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 857; Write It, 683; Performance-Based Assessment: Informational Essay, 388–389; Critical Analysis, 448</p>
Production and Distribution of Writing - Writing Process	
<p><b>CC.1.4.11–12.T</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 61, 193, 319, 451, 693, 809; Drafting, 64, 194, 322, 454, 696, 810; Revising, 66, 196, 324, 456, 698, 814; Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Publishing and Presenting, 67, 199, 325, 457, 701, 815</p>



**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 11</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 11</b></p>
<p>Technology and Publication</p>	
<p><b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p><b>SE/TE:</b> Writing to Compare: Multimedia Account, 509; Revising, 324; Present an Argument, 739; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; also see: Multimedia Presentation, 59; Digital Presentation, 247 <b>TE only:</b> Digital Perspectives, 85; Personalize for Learning, 298; Write It, 417; Cross-Curricular Perspectives, 436</p>
<p>Conducting Research</p>	
<p><b>CC.1.4.11–12.V</b> 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><b>SE/TE:</b> Research to Clarify &amp; 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, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Analyze Craft and Structure: Primary and Secondary Sources, 115; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35 <b>TE only:</b> 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>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Credibility, Reliability, and Validity of Sources	
<p><b>CC.1.4.11–12.W</b> 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><b>SE/TE:</b> Analyze Craft and Structure: Primary and Secondary Sources, 115; Research to Clarify &amp; 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, 626, 658, 681, 714, 735, 775, 789, 803, 833, 848, 862; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Writing to Compare: Essay, 91; Multimedia Account, 509; Narrative Scene, 792; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Oral Presentation, 117; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35 <b>TE only:</b> 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>
Range of Writing	
<p><b>CC.1.4.11–12.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 60–67; Write a Personal Narrative, 192–199; Write an Informational Essay, 318–325; Write an Explanatory Essay, 450–457; Write an Argument, 692–699; Write a Narrative Text, 808–815; Quick Write, 9, 131, 145, 267, 281, 385, 399, 537, 551, 745, 755, 873; Writing to Compare, 91, 191, 351, 379, 431, 479, 509, 531, 691, 721, 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>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
<b>1.5 Speaking and Listening</b> <b>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</b>	
Comprehension and Collaboration - Collaborative Discussion	
<b>CC.1.5.11–12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<b>SE/TE:</b> 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; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29; Debate, 449, 740; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627
Comprehension and Collaboration - Critical Listening	
<b>CC.1.5.11–12.B</b> Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.	<b>SE/TE:</b> Speaking and Listening: Video Recording 51; Oral Presentation, 117; Oral Presentation, 185; Reading and Discussion, 309; Debate, 449, 740; Small-Group Performance Task: 263; also see: Media Features: from Great Lives: Emily Dickenson, 186–191; Giving Women the Vote, 346–349
Comprehension and Collaboration Evaluating Information	
<b>CC.1.5.11–12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<b>SE/TE:</b> The Crucible (L.A. Theater Works): 686–688; Prepare to Compare, 690, Writing to Compare, 690; also see: Analyze the Media, 58, 89, 234, 316, 349, 477, 499, 507, 689, 719; Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

Pennsylvania Core Standards English Language Arts Grade 11	myPerspectives, ©2017 Grade 11
Presentation of Knowledge and Ideas - Purpose, Audience, and Task	
<p><b>CC.1.5.11–12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p><b>SE/TE:</b> Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Reflect on the Unit, 137, 391, 543; Debate, 449, 740; Explanatory Talk, 532; Multimedia Presentation, 59; Narrative Presentation, 868; Oral Presentation, 117, 169, 491; Response To Literature, 809</p>
Presentation of Knowledge and Ideas - Context	
<p><b>CC.1.5.11–12E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>SE/TE:</b> Performance Task: Present an Argument, 126–127; Present a Personal Narrative, 262–263; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; Present a Narrative, 858–859; Speaking and Listening, 29, 39, 51, 59, 117, 169, 185, 229, 235, 299, 309, 317, 359, 449, 491, 627, 685, 779, 793, 807; Performance-Based Assessment: Speaking and Listening, 136, 272, 390, 542, 748, 868; 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</p>
Integration of Knowledge and Ideas - Multimedia	
<p><b>CC.1.5.11–12.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p><b>SE/TE:</b> Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868;</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Pennsylvania Core Standards English Language Arts Grade 6–12**

<p align="center"><b>Pennsylvania Core Standards English Language Arts Grade 11</b></p>	<p align="center"><b>myPerspectives, ©2017 Grade 11</b></p>
<p>Conventions of Standard English</p>	
<p><b>CC.1.5.11–12.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	<p><b>SE/TE:</b> Performance Task: Present and Evaluate, 127, 263, 381, 533, 739, 859; Conventions and Style, 37, 49, 100, 124, 183, 21, 228, 246, 260, 297, 307, 345, 309, 377, 447, 471, 490, 501, 519, 529, 599, 659, 683, 715, 736, 777, 791, 805, 826, 841, 855; Vocabulary and Conventions Connection, 38, 50, 184, 298, 308, 448, 684, 778, 792, 806; Language Development: Conventions, 65, 323, 697; Handbook R59–R67</p>