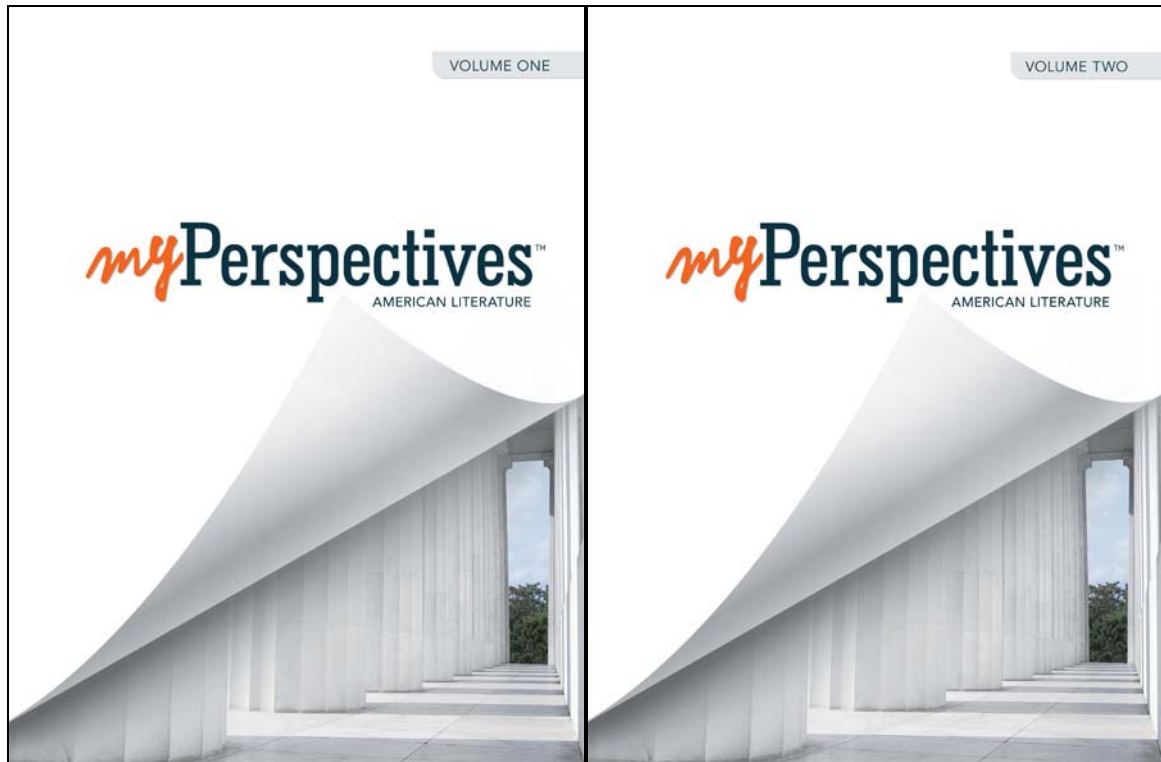


A Correlation of



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To the

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Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and page number.

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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SAT READING DOMAIN	
Text Complexity	
The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	<p>At the 11th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p>TE only: Personalize for Learning: U1: 16C; U2: 152C; U3: 288C; Teaching: U4: 419-424; U5: 562-596</p>
Information and Ideas	
These questions focus on the informational content of text.	<p>SE/TE: Analyzing the Text/Media (examples), U1: 24, 34, 79, 98; U2: 180, 210, 244; U3: 294, 343; U4: 426, 444, 488, 527; U5: 680, 719, 734; U6: 774, 802, 824, 853</p> <p>TE only: Conclude (examples), U1: 95; U2: 159, 172; U3: 339, 361; U4: 419, 420, 423, 437; U5: 576, 586, 602, 611, 616, 709; U6: 831, 851</p>

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Reading closely	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	SE/TE: Analyzing the Text/Media (examples), U1: 24, 34, 79, 98; U2: 180, 210, 244; U3: 294, 343; U4: 426, 444, 488, 527; U5: 680, 719, 734; U6: 774, 802, 824, 853
Determining explicit meanings	
The student will identify information and ideas explicitly stated in text.	SE/TE: Analyze Craft and Structure: Development of Ideas, U2: 211; First Read: Nonfiction, U3: 370; Thematic Development, U4: 445 TE only: Determine Key Ideas, U4: 463; Determine Main Ideas, U2: 208; Finding the Main Idea, U1: 95; Infer Key Ideas, U2: 217
Determining implicit meanings	
The student will draw reasonable inferences and logical conclusions from text.	SE/TE: Make Inferences, U1: 24, 58; U2: 180; U3: 304; U5: 657, 689; U6: 774, 788 TE only: Conclude (examples), U1: 95; U2: 159, 172; U3: 339, 361; U4: 419, 420, 423, 437; U5: 576, 586, 602, 611, 616, 709; U6: 831, 851; Infer Key Ideas, U2: 217; Infer Author’s Attitude, U3: 353; Infer Author’s Beliefs, U1: 105
Using analogical reasoning	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	SE/TE: Research to Clarify & Research to Explore (examples), U1: 23, 33, 97, 113, 121; U2: 179, 243, 257; U3: 303, 348, 355, 374; U4: 468, 516, 526; U5: 681, 714; U6: 789, 803, 862; Essential Question, U1: 24, 34, 79, 98; U2: 180, 210, 244; U3: 294, 343; U4: 426, 444, 488, 527; U5: 680, 719, 734; U6: 774, 802, 824, 853
Citing textual evidence	
The student will cite the textual evidence that best supports a given claim or point.	SE/TE: Analyzing the Text/Media (examples), U1: 24, 34, 79, 98; U2: 180, 210, 244; U3: 294, 343; U4: 426, 444, 488, 527; U5: 680, 719, 734; U6: 774, 802, 824, 853

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Determining central ideas and themes	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	SE/TE: Analyze the Text, U2: 180; U5: 680; Analyze Craft and Structure: Poetic Structures, U2: 165; Development of Theme, U3: 357; Analyze Craft and Structure: Development of Ideas, U2: 211; First Read: Nonfiction, U3: 370; Thematic Development, U4: 445 TE only: Analyze a Theme, U2: 256; Identify the Theme, U2: 161; Understand Theme, 173; Theme, U2: 171, 221; U6: 851; Articulating a Theme, U4: 513
Summarizing	
The student will identify a reasonable summary of a text or of key information and ideas in text.	SE/TE: Summarize, u2: 164; Unit Introductions: Summaries, U1: 8; U2: 144; U3: 280; U4: 398; U5: 550; U6: 756; Summary, U1: 8, 33, 78, 121; U2: 163, 179, 257; U3: 374; U4: 413, 443, 487, 498, 526; U5: 624, 679; U6: 756, 787, 838
Understanding relationships	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	SE/TE: Make Inferences, U1: 24, 58; U2: 180; U3: 304; U5: 657, 689; U6: 774, 788; Analyze Craft and Structure: Development of Ideas, U2: 211; First Read: Nonfiction, U3: 370; Thematic Development, U4: 445 TE only: Conclude (examples), U1: 95; U2: 159, 172; Determine Key Ideas, U4: 463; Determine Main Ideas, U2: 208; Finding the Main Idea, U1: 95; Infer Key Ideas, U2: 217
Interpreting words and phrases in context	
The student will determine the meaning of words and phrases in context.	SE/TE: Context Clues, U1: 72, 102; U2: 204, 236; U3: 330, 338, 370; U4: 462, 492, 510, 520; U6: 722; U6: 820, 824, 828; also see: Word Network, U1: 7; U2: 143; U3: 279; U4: 397; U5: 549; U6: 753 TE only: Concept Vocabulary, U1: 104, 106; U2: 208, 239; U3: 340, 341; U4: 513, 524; U5: 725, 729; U6: 823

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Rhetoric	
These questions focus on the rhetorical analysis of text.	SE/TE: Author’s Choices: Rhetoric, U1: 80; Historical Narrative as Argument, U1: 81; Conversational Style, U2: 228; Effective Rhetoric, U4: 335; Argumentative Structure, U3: 295 TE only: Analyze Rhetoric, U3: 332; Analyze Arguments, U2: 219; Analyze Rhetorical Devices, U3: 289
Analyzing word choice	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	SE/TE: Figurative Language, U2: 260; Allusions, U3: 344; Poetic Devices, U4: 518; Poetic Conventions, U4: 519; Poetic Prose, U4: 529; Prepare to Compare, U4: 530; Writing to Compare, U4: 531; Similes and Metaphors, U6: 855 TE only: Analyze Figurative Language, U2: 170, 174, 219; U3: 353; U4: 440, 486; U5: 605, 649, 708; How Language Works, 259; Figures of Speech, 455
Analyzing text structure	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	SE/TE: Analyze Craft and Structure (examples), U1: 80, 99, 123; U2: 165, 181, 245; U3: 295, 344, 376; U4: 415, 427, 489; U5: 598, 658, 714; U6: 775, 803, 825
Analyzing overall text structure	
The student will describe the overall structure of a text.	SE/TE: Analyze Craft and Structure: Poetic Structure, U2: 165; U4: 501; Historical Narrative as Argument, U1: 81; Argumentative Structure, U3: 295; Poetic Structure and Style, U2: 181; Dramatic Monologue, U2: 245; Poetic Devices, U4: 518; Poetic Conventions, 4: 519; Structural Elements of Drama, U5: 598; Literary Elements in Drama, U5: 626; Literary Nonfiction, U4: 489, 528; Narrative Structure, U5: 735; U6: 789; Patterns of Organization. U6: 840 TE only: Analyze Story Structure, U6: 782

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Analyzing part-whole relationships	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	<p>SE/TE: Author’s Style: Author’s Choices: Rhetoric, U1: 81; Analyze the Media, U1: 89; Development of Theme, U3: 357; Development of Ideas, U4: 470; Complex Individuals, U5: 714; Sequence of Events, U6: 825; Analyze the Text, U3: 356; U4: 469; U6: 824</p> <p>TE only: Analyze Plot, U5: 571, 589, 632, 723; Analyze Flashback, U2: 254; Analyze Story Ending, U6: 837; Analyze Story Structure, U6: 782</p>
Analyzing point of view	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	<p>SE/TE: Analyze Craft and Structure: Appealing to an Audience, U1: 47; Author’s Choices: Rhetoric, U1: 80; Historical Narrative as Argument, U1: 81; Literary Nonfiction, U1: 99; Author’s Choices: Rhetoric, U1: 123; Conversational Style, U2: 228; Structure, U3: 305; Effective Rhetoric, 335; Author’s Purpose, U4: 415; Literary Nonfiction, U4: 489, 528; Comparing Text to Media, U4: 502–507; Author’s Point of View, U5: 715</p> <p>TE only: Analyze Author’s Perspective, U4: 483; Analyzing Author’s Viewpoint, U1: 44</p>
Analyzing purpose	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	<p>SE/TE: Author’s Purpose: Argumentation, U1: 25; Author’s Purpose, U4: 415; Author’s Point of View, U5: 715</p> <p>TE only: Analyze Author’s Perspective, U4: 483; Analyzing Author’s Viewpoint, U1: 44; Infer Author’s Attitude, U3: 353; Infer Author’s Beliefs, U1: 105</p>

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Analyzing arguments	
These questions focus on analyzing arguments for their content and structure.	SE/TE: Author’s Purpose: Argumentation, U1: 25; Development of Ideas, U2: 211; Analyze Craft and Structure: Argumentative Structure, U3: 295; Effective Rhetoric, U3: 335; Analytical Argument, U3: 368, 370, 376; Prepare to Compare, U3: 378; Writing to Compare, U3: 379; Argumentative Text, 548 TE only: Analyze Arguments, U3: 291; Strategic Support: Argument, U3: 291; Analyze the Text, U3: 294;
Analyzing claims and counterclaims	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	SE/TE: Author’s Purpose: Argumentation, U1: 25; Development of Ideas, U2: 211; Analyze Craft and Structure: Argumentative Structure, U3: 295; Effective Rhetoric, U3: 335; Analytical Argument, U3: 368, 376; Prepare to Compare, U3: 378; Writing to Compare, U3: 379; Argumentative Text, 548 TE only: Analyze Arguments, U3: 291; Strategic Support: Argument, U3: 291; Analyze the Text, U3: 294
Assessing reasoning	
The student will assess an author’s reasoning for soundness.	SE/TE: Analyze Craft and Structure: Appealing to an Audience, U1: 47; Author’s Choices: Rhetoric, U1: 80; Historical Narrative as Argument, U1: 81; Literary Nonfiction, U1: 99; Author’s Choices: Rhetoric, U1: 123; Conversational Style, U2: 228; Structure, U3: 305; Effective Rhetoric, U3: 335; Author’s Purpose, U4: 415; Author’s Point of View, U5: 715 TE only: Analyze Author’s Perspective, U4: 483; Analyzing Author’s Viewpoint, U1: 44; Infer Author’s Attitude, U3: 353; Infer Author’s Beliefs, U1: 105

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Analyzing evidence	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	SE/TE: Author’s Purpose: Argumentation, U1: 25; Historical Narrative as Argument, U1: 81; Development of Ideas, U2: 211; Analyze Craft and Structure: Argumentative Structure, U3: 295; Effective Rhetoric, U3: 335; Analytical Argument, U3: 370, 376; Prepare to Compare, U3: 378; Writing to Compare, U3: 379; Argumentative Text, 548 TE only: Analyze Arguments, U3: 291; Strategic Support: Argument, U3: 291; Analyze the Text, U3: 294;
Synthesis	
These questions focus on synthesizing multiple sources of information.	SE/TE: Comparing Text to Media, U1: 90; U3: 338, 346; U4: 478, 492; Research to Clarify & Research to Explore (examples), U1: 23, 33, 97, 113, 121; U2: 179, 243, 257; U3: 303, 348, 355, 374; U4: 468, 516, 526; U5: 681, 714; U6: 789, 803, 862; Writing to Sources: Argument, U1: 134; Research Report, U2: 261; Informative Paragraph, U3: 298, 351; Enriching Writing with Research, U1: 62–63; U3: 320–321; U4: 452–454; U5: 694–695
Analyzing multiple texts	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	SE/TE: from <i>America’s Constitution: A Biography</i> , U1: 73 & from <i>The United States Constitution: A Graphic Adaption</i> , U1: 83; <i>Brown v. Board of Education: Opinion of the Court</i> U3: 380 & Was “Brown v. Board” a Failure? U3: 371; Writing to Compare, U1: 91; U2: 191; U3: 351, 379; U4: 431, 479, 509, 531; U5: 691, 721; U6: 857
Analyzing quantitative information	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	SE/TE: Graphic Novel, U1: 82–89; Innovators and Their Inventions, U2: 230–234; Timeline, U1: 12–15; U2: 148–151; U3: 284–287; U4: 402–405; U5: 554–557; U6: 760–763; Integration of Knowledge and Ideas (map), U2: 149; Graphs, U3: 285; U4: 403; U6: 762; Charts, U5: 555

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SAT WRITING AND LANGUAGE DOMAIN	
Text Complexity	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 11 th grade level, in <i>myPerspectives</i> , several opportunities for evidence-based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text. SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Performance-Based Assessment: Informational Text Essay, U3: 388–389; Explanatory Essay, U4: 540–541; Writing to Compare: Informational Text, U3: 351; Informative Essay, U3: 379; U4: 531
Expression of Ideas	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699
Development	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	SE/TE: Effective Rhetoric, U3: 335; Author's Choices: Rhetoric, U1: 80; U1: 123; Write an Argument, U1: 60–67; U5: 692–699; Performance-Based Assessment: Argument, U1: 134–135; Argument, U6: 745–747
Proposition	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	SE/TE: Writing to Compare, U1: 91; U2: 191; U3: 351, 379; U4: 431, 479, 509, 531; U5: 691, 721; U6: 857; Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699

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Support	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Research Report, U2: 261
Focus	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Research Report, U2: 261; Writing to Compare: Informational Text, 351; Informative Essay, U3: 379; U4: 531; Essay, U6: 857; Writing to Sources: Critical Analysis, U4: 448
Quantitative information	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	SE/TE: Writing to Compare: Multimedia Account, U4: 509; Revising, U3: 324; Present an Argument, U5: 739; Multimedia Presentation, U1: 59; Digital Presentation, U2: 247
Organization	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Performance-Based Assessment: Informational Text Essay, U3: 388–389; Explanatory Essay, U4: 540–541
Logical sequence	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Research Report, U2: 261

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Introductions, conclusions, and transitions	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	SE/TE: Elements of an Informational Text, U3: 318; Elements of an Explanatory Essay, U4: 450; Drafting, U1: 64; U3: 322, Revising, U1: 66; U3: 324; U5: 695; Organize Your Essay, U4:454; Writing to Sources: Argument, U1: 28; U5: 684
Effective language use	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	SE/TE: Effective Rhetoric, U3: 335; Author's Choices: Rhetoric, U1: 80; U1: 123; Write an Argument, U1: 60–67; U5: 692–699; Performance-Based Assessment: Argument, U1: 134–135; Argument, U6: 745–747
Precision	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Research Report, U2: 261
Concision	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	SE/TE: Whole-Class Performance Task: Elements of an Argument, U1: 60; U5: 692; Create Cohesion: Tense Sequence, U1: 65; Word Choice and Style, U1: 66; Drafting, U5: 696; Vocabulary and Tone, U5: 698; Revising, U3: 324
Style and tone	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	SE/TE: Elements of an Explanatory Essay, U4: 450; Evaluating Your Draft, U4: 456; Informational Paragraph, U3: 298; Performance-Based Assessment: U3: 388, 389; U4: 540, 541; Writing to Sources: Argument, U1: 28; U5: 684; Whole-Class Performance Task: Elements of an Argument, U1: 60; U5: 692; Evaluating Your Draft, U1: 66; U5: 698

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Syntax	
The student will use various sentence structures to accomplish needed rhetorical purposes.	SE/TE: Syntax, U1: 27, 28, 37, 49; Sentence Patterns, U3: 323; Varying Sentences, U4: 455; Conventions and Style: Sentence Variety, U2: 212; U4: 446; Grammar Handbook: Sentence Structure, R61–R62
Standard English Conventions	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	SE/TE: Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Conventions and Style (examples), U1: 37; U2: 228, 260; U3: 377; U4: 529; U5: 599, 736; U6: 777, 826, 855; Grammar Handbook, R59–R68
Sentence structure	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	SE/TE: Conventions and Style: Sentence Variety, U2: 212; U4: 446; Grammar Handbook: Sentence Structure, R61–R62; Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Grammar Handbook: Sentence Structure, R61–R62
Sentence formation	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	SE/TE: Conventions and Style: Sentence Variety, U2: 212; U4: 446; Grammar Handbook: Sentence Structure, R61–R62
Sentence boundaries	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	SE/TE: Grammar Handbook: Sentence Structure, R61–R62
Subordination and coordination	
The student will recognize and correct problems in coordination and subordination in sentences.	SE/TE: Conventions and Style: Sentence Variety, U2: 212; U4: 446; Grammar Handbook: Sentence Structure, R61–R62
Parallel structure	
The student will recognize and correct problems in parallel structure in sentences.	SE/TE: Parallelism, U1: 49, 50; Grammar Handbook: Sentence Structure, R61–R62

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Modifier placement	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	SE/TE: Grammar Handbook: Using Modifiers, R63
Inappropriate shifts in construction	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	SE/TE: Verb Tense, U1: 65; Grammar Handbook: Verbs, R59; Using Verbs, R63
Verb tense, mood, and voice	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	SE/TE: Verb Tense, U1: 65; Grammar Handbook: Verbs, R59; Using Verbs, R63
Pronoun person and number	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	SE/TE: Grammar Handbook: Pronouns, R59; Pronoun and Antecedent Agreement, R62 TE only: Editing and Proofreading, 457; Pronouns and Antecedents, 736
Conventions of Usage	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	SE/TE: Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Conventions and Style (examples), U1: 37; U2: 228, 260; U3: 377; U4: 529; U5: 599, 736; U6: 777, 826, 855; Grammar Handbook, R59–R68
Pronouns	
These questions focus on the proper use of pronouns.	SE/TE: Pronouns, U5: 599, 697, 736; U6: 791; Grammar Handbook: Pronouns, R59; Pronoun and Antecedent Agreement, R62 TE only: Editing and Proofreading, 457; Pronouns and Antecedents, 736
Pronoun clarity	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	SE/TE: Pronouns, U5: 599, 697, 736; U6: 791; Grammar Handbook: Pronouns, R59; Pronoun and Antecedent Agreement, R62 TE only: Editing and Proofreading, 457; Pronouns and Antecedents, 736

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Possessive determiners	
The student will recognize and correct cases in which possessive determiners (<i>its, your, their</i>), contractions (<i>it's, you're, they're</i>), and adverbs (<i>there</i>) are confused with each other.	SE/TE: Grammar Handbook: Commonly Confused Words, R64–R65
Agreement	
These questions focus on ensuring grammatical agreement.	SE/TE: Conventions and Style: Pronouns and Antecedents, U7: 737, 791; Grammar Handbook: Pronoun and Antecedent Agreement, R62; Subject and Verb Agreement, R62 TE only: Editing and Proofreading, 457; Subject-Verb Agreement, 697; Pronouns and Antecedents, 736
Pronoun-antecedent agreement	
The student will recognize and correct lack of agreement between pronoun and antecedent.	SE/TE: Conventions and Style: Pronouns and Antecedents, U7: 737, 791; Grammar Handbook: Pronouns, R59; Pronoun and Antecedent Agreement, R62 TE only: Editing and Proofreading, 457; Pronouns and Antecedents, 736
Subject-verb agreement	
The student will recognize and correct lack of agreement between subject and verb.	SE/TE: Grammar Handbook: Subject and Verb Agreement, R62 TE only: English Language Support: Subject-Verb Agreement, 697
Noun agreement	
The student will recognize and correct lack of agreement between nouns.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R62; Agreement, R62
Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i>).	SE/TE: Grammar Handbook: Commonly Confused Words, R64–R65

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Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	SE/TE: Grammar Handbook: Adjectives & Adverbs, R59; Using Modifiers, R63; also see: Adverbial Phrase, U3: 307; Adjectival Phrase, U3: 307
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R62; Agreement, R62; also see Word Choice, U1: 28, 38
Conventions of Punctuation	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	SE/TE: Conventions: Punctuation: U1: 37, 38; U4: 455, 471; Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Grammar Handbook: Punctuation, R66–R67
End-of-sentence punctuation	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	SE/TE: Sentences, U4: 477; Grammar Handbook: Classifying Sentences by Function, R61–R62
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	SE/TE: Conventions: Punctuation: U1: 37, 38; U4: 455, 471; Grammar Handbook: Punctuation, R66–R67
Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	SE/TE: Grammar Handbook: Pronoun Case, R63
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	SE/TE: Conventions: Punctuation: U1: 37, 38; U4: 455, 471; Grammar Handbook: Commas & Semicolons, R66

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Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	SE/TE: Conventions: Punctuation: U1: 37, 38; U4: 455, 471; Grammar Handbook: Commas, R66; Dashes & Parentheses, R67
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	SE/TE: Conventions: Punctuation: U1: 37, 38; U4: 455, 471; Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Grammar Handbook: Punctuation, R66–R67
SAT ESSAY DOMAIN (PROVISIONAL)	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p>SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Performance-Based Assessment: Informational Text Essay, U3: 388–389; Explanatory Essay, U4: 540–541; Writing to Compare: Informational Text, U3: 351; Informative Essay, U3: 379; U4: 531; Writing to Compare, U1: 91; U2: 191; U3: 351, 379; U4: 431, 479, 509, 531; U5: 691, 721; U6: 857</p>

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Reading	
Comprehension of the source text	SE/TE: Research to Clarify & Research to Explore (examples), U1: 23, 33, 97, 113, 121; U2: 179, 243, 257; U3: 303, 348, 355, 374; U4: 468, 516, 526; U5: 681, 714; U6: 789, 803, 862; Primary and Secondary Sources, U1: 115; Informative Paragraph, U3: 298, 351; Multimedia Presentation, U1: 59; Research Report, U1: 125; U2: 261; U6: 827; Research Project, U5: 737
Understanding of central ideas, important details, and their interrelationship	SE/TE: Analyze the Text, U2: 180; U5: 680; Analyze Craft and Structure: Poetic Structures, U2: 165; Development of Theme, U3: 357; Analyze Craft and Structure: Development of Ideas, U2: 211; Thematic Development, U4: 445 TE only: Analyze a Theme, U2: 256; Identify the Theme, U2: 161; Understand Theme, 173; Theme, U2: 171, 221; U6: 851; Articulating a Theme, U4: 513
Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)	SE/TE Gather Evidence, U4: 409; U5: 615; Research to Clarify & Research to Explore (examples), U1: 23, 33, 97, 113, 121; U2: 257; U3: 303, 348, 355, 374; U4: 468, 516, 526; U5: 681, 714; U6: 789, 803, 862; Primary and Secondary Sources, U1: 115; Informative Paragraph, U3: 298, 351; Multimedia Presentation, U1: 59; Research Report, U1: 125; U2: 261; U6: 827; Research Project, U5: 737; Conducting Research, R27–R35
Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text	SE/TE: Gather Evidence, U4: 409; U5: 615; Primary and Secondary Sources, U1: 115; Informative Paragraph, U3: 298, 351; Speaking and Listening: Multimedia Presentation, U1: 59; Research Report, U1: 125; U2: 261; U6: 827; Research Project, U5: 737; Conducting Research, R27–R35

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Analysis	
Analysis of the source text and understanding of the analytical task	SE/TE: Gather Evidence, U4: 409; U5: 615; Primary and Secondary Sources, U1: 115; Research Report, U1: 125; U2: 261; U6: 827; Research Project, U5: 737; Conducting Research, R24–R33
Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	SE/TE: Primary and Secondary Sources, U1: 115; Author’s Purpose: Argumentation, U1: 25; Development of Ideas, U2: 211; Argumentative Structure, U3: 295; Effective Rhetoric, U3: 335; Analytical Argument, U3: 368, 370, 376; Argumentative Text, 548 TE only: Analyze Arguments, U3: 291; Strategic Support: Argument, U3: 291
Support for claims or points made in the response	SE/TE: Primary and Secondary Sources, U1: 115; Author’s Purpose: Argumentation, U1: 25; Development of Ideas, U2: 211; Argumentative Structure, U3: 295; Effective Rhetoric, U3: 335; Analytical Argument, U3: 368, 370, 376; Argumentative Text, 548 TE only: Analyze Arguments, U3: 291; Strategic Support: Argument, U3: 291
Focus on features of the text most relevant to addressing the task	SE/TE: Gather Evidence, U4: 409; U5: 615; Primary and Secondary Sources, U1: 115; Informative Paragraph, U3: 298, 351; Speaking and Listening: Multimedia Presentation, U1: 59; Research Report, U1: 125; U2: 261; U6: 827; Research Project, U5: 737; Conducting Research, R27–R35
Writing	
Use of a central claim	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Performance-Based Assessment: Informational Text Essay, U3: 388–389; Explanatory Essay, U4: 540–541

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Use of effective organization and progression of ideas	SE/TE: Whole Class Performance Task: Write an Argument, U1: 60–67; Write an Informational Essay, U3: 318–325; Write an Explanatory Essay, U4: 450–457; Write an Argument, U5: 692–699; Performance-Based Assessment: Informational Text Essay, U3: 388–389; Explanatory Essay, U4: 540–541
Use of varied sentence structures	SE/TE: Conventions and Style: Sentence Variety, U2: 212; U4: 446; Grammar Handbook: Sentence Structure, R61–R62
Employment of precise word choice	SE/TE: Whole-Class Performance Task: Revising, U3: 324, Elements of an Explanatory Essay, U4: 450; Elements of an Argument, U1: 60; U5: 692; Create Cohesion: Tense Sequence, U1: 65; Word Choice and Style, U1: 66; Drafting, U5: 696; Vocabulary and Tone, U5: 698
Maintenance of a consistent, appropriate style and tone	SE/TE: Whole-Class Performance Task: Elements of an Argument, U1: 60; U5: 692; Evaluating Your Draft, U1: 66; U5: 698; Elements of an Explanatory Essay, U4: 450; Evaluating Your Draft, U4: 456; Writing to Compare, U1: 91; U2: 191; U3: 351, 379; U4: 431, 479, 509, 531; U5: 691, 721; U6: 857
Command of the conventions of standard written English	SE/TE: Performance Task: Editing/ Proofreading, U1: 67; U2: 199; U3: 325; U4: 457; U5: 701; U6: 812; Conventions and Style (examples), U1: 37, 100, 124; U2: 228, 246, 260; U3: 345, 377; U4: 447, 471, 490, 529; U5: 599, 659, 736; U6: 777, 791, 826, 841, 855; Grammar Handbook, R59–R68