

## A Correlation of



**Grade 11, ©2017**

To the

**2017 English Standards of Learning  
for Virginia Public Schools  
Grade 11**



**A Correlation of myPerspectives ©2017, Grade 11  
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**Introduction**

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are also included

*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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<b>Grade Eleven</b>	
<p>In eleventh grade, there is a sustained emphasis on reading comprehension of fiction and nonfiction texts. Students will conduct comparative analyses of multiple texts that address the same topic to determine how authors reach similar or different conclusions. The students will examine and analyze fiction texts by American authors describing the contributions of other cultures and identifying prevalent themes and characterizations, which are reflective of American history and culture. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The grade-eleven student will continue to use the writing process to write/compose with an emphasis on persuasion/argumentation for multiple purposes and audiences to create focused, organized, and coherent writing. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will create persuasive multimodal presentations that address alternative perspectives. The student will produce a research product synthesizing information from primary and secondary sources while maintaining ethical and legal guidelines for gathering and using information. The eleventh-grade student continues to build communication skills working both independently and in collaborative groups. Students will continue to demonstrate the ability to work within collaborative groups while presenting alternate views and working toward common goals.</p>	
*The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*	
<b>Communication and Multimodal Literacies</b>	
11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.	
11.1.a Select and effectively use multimodal tools to design and develop presentation content.	<b>SE/TE:</b> Video Recording, 51; Political Infomercial, 59; Multimedia Account, 509; Multimedia Presentation, 508; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868; Political Infomercial, 59 <b>TE only:</b> Challenge: Multimedia Presentation, 763
11.1.b Credit information sources.	<b>SE/TE:</b> Analyze Craft and Structure: Primary and Secondary Sources (using sources in writing), 115; Avoiding Plagiarism, 320; Weaving Research Into Text, 321; Incorporating Research into Writing, R32–R33; Formats for Citing Sources, R34; MLA Style for Listing Sources, R35
11.1.c Demonstrate the ability to work collaboratively with diverse teams.	<b>SE/TE:</b> Working as a Team, 70–71, 202–203, 328–329, 460–461, 702–703, 818–819

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11.1.d Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.	<b>SE/TE:</b> Performance Task: Present an Argument, 126–127; Panel Discussion, 380–381; Present an Argument, 738–739; Performance-Based Assessment: Video Commentary, 136; Class Discussion, 29, 229; Debate, 449, 740; Working as a Team, 70–71, 202–203, 328–329, 460–461, 702–703, 818–819
11.1.e Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	<b>SE/TE:</b> Performance Task: Panel Discussion, 380–381; Prepare to Compare: Prepare for Discussion, 378, 530; Speaking and Listening: Partner Discussion, 779; Class Discussion, 29, 229; Debate, 449, 740; Group Discussion, 359; Discussion, 229; Partner Discussion, 781; Whole-Class Discussion, 627; also see: 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; Working as a Team, 70–71, 202–203, 328–329, 460–461, 702–703, 818–819
11.1.f Anticipate and address alternative or opposing perspectives and counterclaims.	<b>SE/TE:</b> Performance Task: Present an Argument, 126–127; Panel Discussion, 380–381; Present an Argument, 738–739; Performance-Based Assessment: Video Commentary, 136; Class Discussion, 29, 229; Debate, 449, 740
11.1.g Evaluate the various techniques used to construct arguments in multimodal presentations.	<b>SE/TE:</b> Performance-Based Assessment: Video Commentary, 136; Performance Task: Present an Argument, 126–127; Panel Discussion, 380–381; Present an Argument, 738–739; Performance-Based Assessment: Video Commentary, 136; Debate, 449, 740; Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 719

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<p>11.1.h Use vocabulary appropriate to the topic, audience, and purpose.</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; Present an Argument, 738–739; Present a Narrative, 858; Performance-Based Assessment: Video Commentary, 136; Storytelling Session, 272, 868; Podcast, 390; Oral Presentation, 542; Speech, 748; Speaking and Listening: Class Discussion, 29; Speech, 39, 235; Video Recording, 51; Political Infomercial, 59; Oral Presentation, 117, 491; Oral Interpretation, 169; Class Discussion, 165, 229, 309, 359, 627; Dramatic Reading, 299; Image Gallery, 317; Debate, 449; Thematic Analysis, 685; Partner Discussion, 779; Dialogue, 793; Oral Response to Literature, 807</p>
<p>11.1.i Evaluate effectiveness of multimodal presentations.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 719; also see: Video Recording, 51; Multimedia Account, 509; Political Infomercial, 59; Multimedia Presentation, 508; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390</p>
<p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p>	
<p>11.2.a Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p>	<p><b>SE/TE:</b> Media: Image Gallery: The American Revolution Visual Propaganda, 53–58; Speech: The Gettysburg Address, 120; <i>from</i> What to the Slave Is the Fourth of July?, 288; Image Gallery: Perspectives on Lincoln (political cartoons), 311–316; Comparing: Declaration of Sentiments, 338–345; Giving Women the Vote, 346–349; Comparing a Podcast With Text, 350; Brown v. Board of Education, 360–369; Was “Brown v. Board” a Failure?, 370–379</p>

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<p>11.2.b Create media messages with a specific point of view.</p>	<p><b>SE/TE:</b> Video Recording, 51; Multimedia Account, 509; Multimedia Presentation, 59, 508; Digital Presentation, 247; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868; Political Infomercial, 59 <b>TE only:</b> Challenge: Multimedia Presentation, 763</p>
<p>11.2.c Evaluate media sources for relationships between intent and content.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 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</p>
<p>11.2.d Analyze the impact of selected media formats on meaning.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 719</p>
<p>11.2.e Determine the author’s purpose and intended effect on the audience for media messages.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 719</p>
<p>11.2.f Manage, analyze, and synthesize multiple streams of simultaneous information.</p>	<p><b>SE/TE:</b> Analyze the Media, 58, 89, 189, 234, 316, 349, 477, 507, 689, 719; Using a Search Engine, 62; Conducting Research, 320; Print and Digital Sources, 452; Conducting Digital Searches, 452; Consulting Print and Digital Sources, R27; Using Search Terms, R28; Evaluating Internet Domains, R28</p>

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11.2.g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	<p><b>SE/TE:</b> Using a Search Engine, 62; Conducting Research, 320; Print and Digital Sources, 452; Conducting Digital Searches, 452; Consulting Print and Digital Sources, R27; Using Search Terms, R28; Evaluating Internet Domains, R28</p> <p><b>TE only:</b> Digital Perspectives, 93; Research, 298, 695; Science, 436</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Crediting Sources, 256</p>
<b>Reading</b>	
11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
11.3.a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	<p><b>SE/TE:</b> Roots, 25, 118, 210, 334, 527, 599, 806, 834; Suffix, 48, 79, 416, 469, 715, 849; Base Words, 92, 480, 706; Prefix, 118, 226, 244, 296, 863; Word Parts, 215, 248, 352, 360, 852; Word Network, 7, 143, 279, 397, 549; Word Study: Synonyms and Nuances, 306; Synonyms, 36, 306, 356, 446, 499, 657; Antonyms, 72; Add Variety: Precise Words and Phrases, 195</p> <p><b>TE only:</b> Vocabulary Development, 398</p>
11.3.b Use context, structure, and connotations to determine meanings of words and phrases.	<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; Word Study: Denotation and Connotation, 356, 428, 657; Multiple Meanings, 36, 488; Add Variety: Precise Words and Phrases, 195</p> <p><b>TE only:</b> Connotation, 255, 404, 408, 813</p>
11.3.c Discriminate between connotative and denotative meanings and interpret the connotation.	<p><b>SE/TE:</b> Connotations, 122, 356, 428, 659; Denotation, 356, 428; Tips: Usage, 195; Multiple Meanings, 36</p> <p><b>TE only:</b> Personalize for Learning: Word Connotations/ Denotations, 255, 404, 408, 813</p>



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11.3.d Explain the meaning of common idioms.	<b>SE/TE:</b> Idiomatic Expressions, 429; Idioms, 490 <b>TE only:</b> Personalize for Learning: Idioms, 241, 706, 774; Vocabulary Development, 332
11.3.e Explain the meaning of literary and classical allusions and figurative language in text.	<b>SE/TE:</b> Figurative Language, 260; Allusions, 344; Figurative Meanings, 490; Poetic Prose, 529; Biblical Allusions, 682; Motif, 805; Similes and Metaphors, 855; Analyze the Text: Allusion, 46, 294 <b>TE only:</b> Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175
11.3.f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	<b>SE/TE:</b> 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 <b>TE only:</b> 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
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	
11.4.a Describe contributions of different cultures to the development of American literature.	<b>SE/TE:</b> <i>from</i> The Interesting Narrative of the Life of Olaudah Equiano, 92; <i>from</i> What to the Slave Is the Fourth of July?, 288; Ain't I a Woman?, 330; In the Longhouse, Oneida Museum/Cloudy Day, 510; Cloudy Day, 514; <i>from</i> The Way to Rainy Mountain, 520, 528; <i>from</i> Farewell to Manzanar, 704; Antojos, 722; Immigrant Population in Three American Cities, 403; Literature and culture, 24, 444, 682, 776, 790, 804

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<p>11.4.b Compare and contrast the development of American literature in its historical context.</p>	<p><b>SE/TE:</b> Historical Perspectives, 12–15, 148–153, 284–287, 402–407, 554–559, 760–763; also see: Historical Narrative, 81 Literary history, 831 <b>TE only:</b> Interpret Historic Photographs, 371</p>
<p>11.4.c Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p>	<p><b>SE/TE:</b> Allusion, 46, 294, 344; Development of Theme, 357; Thematic Development, 495; From Text to Topic, 10–11, 146–147, 282–283, 400–401, 552–553, 758–759; Analyze Craft and Structure: Characterization, 259; Character Development in Drama, 658; Realism, 683; Literary Elements: Character, 775; Motif, 807 <b>TE only:</b> Examine Literary Allusions, 241; 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>11.4.d Interpret the social or cultural function of American literature.</p>	<p><b>SE/TE:</b> Literature and Culture, 24, 444, 682, 776, 790, 804; From Text to Topic, 10–11, 146–147, 282–283, 400–401, 552–553, 758–759; Historical Perspectives, 12–15, 148–153, 284–287, 402–407, 554–559, 760–763; also see: Slave narrative, 99; American regional art, 472; Memoir, 406, 408, 420, 510, 521; Philosophical writing, 205, 207, 213, 215, 223; Literary history, 831 <b>TE only:</b> Analyze Cultural Context, 726</p>

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<p>11.4.e Analyze how context and language structures convey an author’s intent and viewpoint.</p>	<p><b>SE/TE:</b> Context Clues, 492, 510, 722, 820, 824, 828; Analyze Craft and Structure: Appealing to an Audience, 47; Author’s Choices: Rhetoric, 80; Author’s Voice: Voice, 116; Author’s Choices: Rhetoric, 123; Effective Rhetoric, 335; Author’s style: colloquial language, 336, 417; Analyze Craft and Structure: Development of Ideas, 470; Idiomatic Expressions, 429; Idioms, 490; Dialect, 429, 777; Academic Vocabulary, 5, 141, 277, 395, 547, 753 <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; Explore Figurative Language, 440</p>
<p>11.4.f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Characterization, 259; Character Development in Drama, 658; Realism, 683; Literary Elements: Character, 775; Development of Theme, 357; Literary Elements in Drama, 626; Poetic Devices, 500, 518; Poetic Conventions, 519; Conflict, 626; Narrative Structure, 854 <b>TE only:</b> Analyze a Theme, 256; Identify the Theme, 161; Understand Theme, 173; Theme, 171, 221, 851; Investigate Conflict, 437; Analyze Conflict, 581; Examine Conflict, 591; Analyze Character, 568, 574, 616; Connect to Style (archetypes), 791; Analyze Plot, 571, 589</p>
<p>11.4.g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses.</p>	<p><b>SE/TE:</b> Poetic Structures and Style, 165, 181, 245, 501, 519; Author’s Style: Onomatopoeia, 167; Poetic Devices, 500, 518; Poetic Conventions, 519; also see: The Writing of Walt Whitman, 152; The Poetry of Emily Dickinson, 170; The Love Song of J. Alfred Prufrock, 236; The Poetry of Carl Sandburg, 492; Figurative Language, 260; Figurative Meanings, 490; Similes and Metaphors, 855; Imagery, 445, 500, 518, 529 <b>TE only:</b> Analyze Figurative Language, 170, 174, 219, 353, 440, 486, 605, 649, 708; Analyze Simile, 514, 525, 796; Interpret Metaphors, 175; Analyze Imagery, 464, 467, 496</p>

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<p>11.4.h Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Appealing to an Audience, 47; Author’s Choices: Rhetoric, 80; Author’s Voice: Voice, 116; Author’s Choices: Rhetoric, 123; Effective Rhetoric, 335; Author’s style: colloquial language, 336, 417; Analyze Craft and Structure: Development of Ideas, 470; Idiomatic Expressions, 429; Idioms, 490; Dialect, 429, 777; Poetic Structures and Style, 165, 181, 245, 501, 519; Poetic Devices, 500, 518; Poetic Conventions, 519; Academic Vocabulary, 5, 141, 277, 395, 547, 753; Author’s Choice: Diction, 167</p> <p><b>TE only:</b> Analyze Author’s Perspective, 483; Analyzing Author’s Viewpoint, 44; Infer Author’s Attitude, 353</p>
<p>11.4.i Analyze the use of dramatic conventions in American literature.</p>	<p><b>SE/TE:</b> How to Read Drama, 558; Close Read the Text, 559; The Crucible, 560–599, 600–627, 628–659, 660–685; Comparing Text to Media: The Crucible (LA Theatre Works performance), 686–689; Prepare to Compare, 690; Writing to Compare, 691</p> <p><b>TE only:</b> Analyze Background, 566, 585</p>
<p>11.4.j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p>	<p><b>SE/TE:</b> Cite Textual Evidence (examples), 164, 180, 181, 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; Make Inferences, 58, 180, 657, 689, 774, 788</p> <p><b>TE only:</b> Conclude, 159, 161, 162, 172, 173, 175, 177, 239, 241, 242, 249, 254, 256, 353, 408, 410, 419, 420, 423, 437, 440, 496, 497, 513, 514, 515, 563, 565, 566, 568, 571, 573, 574, 576, 585, 586, 589, 590, 591, 592, 594, 602, 611, 616, 620, 632, 637, 641, 646, 650, 663, 665, 668, 723, 724, 726, 730, 781, 782, 796, 799, 831, 834, 837, 844, 847, 851</p>

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<p>11.4.k Compare/contrast literary and informational nonfiction texts.</p>	<p><b>SE/TE:</b> 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; also see: Compare: <i>from</i> America’s Constitution: A Biography, 72–81; <i>from</i> The United States Constitution: A Graphic Adaptation, 82–89; Prepare to Compare: Comparing a Graphic Adaptation With Text, 90; Declaration of Sentiments, 338–345; Giving Women the Vote, 346–349; Comparing a Podcast With Text, 350; Brown v. Board of Education, 360–369; Was “Brown v. Board” a Failure?, 370–379</p>
<p>11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.</p>	
<p>11.5.a Apply information from texts to clarify understanding of concepts.</p>	<p><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, 98, 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</p>
<p>11.5.b Read and correctly interpret an application for employment, workplace documents, or an application for college admission.</p>	<p><b>SE/TE:</b> For related material see: College and Career Readiness: Making Writing Sophisticated, 197; Enriching Writing with Research, 320, 452  <i>Additional Resources:</i> myPerspectives Plus: Resources: Workplace Writing Powerpoint Presentation; Application for a Mariner’s License; Writing to Sources: Job Application</p>
<p>11.5.c Analyze technical writing for clarity.</p>	<p><b>SE/TE:</b> Public Documents: Inventors and Their Inventions, 230–235; also see: Legal Opinion: Brown v. Board of Education Opinion of the Court, 361–369 <b>TE only:</b> Close Read: Public Document, 340</p>

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<p>11.5.d Paraphrase and synthesize ideas within and between texts.</p>	<p><b>SE/TE:</b> Paraphrase, 304, 320; Speaking and Listening: Reading and Discussion, 309; Quoting and Paraphrasing, R32; also see: Cite Textual Evidence (examples 122, 210, 226, 227, 234, 294, 295, 304, 305, 334, 343, 367 <b>TE only:</b> Paraphrasing for Comprehension, 43; Modern Paraphrase, 44</p>
<p>11.5.e Draw conclusions and make inferences on explicit and implied information using textual support.</p>	<p><b>SE/TE:</b> Make Inferences, 24, 58, 304; 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 <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</p>
<p>11.5.f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.</p>	<p><b>SE/TE:</b> Compare: <i>from</i> America’s Constitution: A Biography, 72–81; <i>from</i> The United States Constitution: A Graphic Adaptation, 82–89; Prepare to Compare: Comparing a Graphic Adaptation With Text, 90; Declaration of Sentiments, 338–345; Giving Women the Vote, 346–349; Comparing a Podcast With Text, 350; Brown v. Board of Education, 360–369; Was “Brown v. Board” a Failure?, 370–379; also see: Comparing Photographs With Text, 508; Comparing a Video Interview With Text, 720; 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; Speaking and Listening, 235, 317</p>

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<p>11.5.g Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.</p>	<p><b>SE/TE:</b> Historical Narrative as Argument, 80; Historical Narrative as Argument, 81; Development of Ideas, 211; Argumentative Structure, 295; Structure, 305; Perspectives on Lincoln: 310–316; Was “Brown v. Board” a Failure: Analyze Craft and Structure: Structure of an Analytical Argument, 368, 376; also see: Vocabulary Definitions (sidebar): Calumny, 576; Defamation, 584</p> <p><b>TE only:</b> Analyze Arguments, 291; Personalize for Learning: Fact and Opinion, 50</p>
<p>11.5.h Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Appealing to an Audience (paradox), 47; Discuss the speech (paradox), 51; Dickinson’s Poetic Structure and Style, 181; Overstatement, 490; also see: Irony (literary), 659</p> <p><b>TE only:</b> Analyze Rhetoric, 289, 332</p> <p><i>Additional Resources:</i> myPerspectives Plus: Resources: Conventions and Style: Overstatement and Idioms</p>
<p>11.5.i Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).</p>	<p><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</p> <p><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</p>

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<b>Writing</b>	
11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.	
11.6.a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	<b>SE/TE:</b> 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, 692–701; Write a Narrative, 808–815; 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
11.6.b Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	<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; Present Your Reasoning, 696; Revising, 698; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
11.6.c Organize claims, counterclaims, and evidence in a sustained and logical sequence.	<b>SE/TE:</b> Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Evaluating Your Draft, 66, 698; Research, 62–63, 694; Present Your Reasoning, 696; Performance-Based Assessment: Argument, 134–135; Argument, 745–747; Writing to Sources: Argument, 28, 684; Writing to Compare: Editorial, 28; Critical Review, 690–691
11.6.d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.	<b>SE/TE:</b> 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, 692–701; Write a Narrative, 808–815; 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
11.6.e Use words, phrases, clauses, and varied syntax to create a cohesive argument.	<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



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11.6.f Blend multiple forms of writing including embedding narratives to produce effective essays.	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 450–457; Gather Evidence: Examples, 319; Writing to Compare: Informative Essay, 90–91; Writing to Sources: Comparison and Contrast, 261; Review Evidence for an Informative Essay, 387; Write an Explanatory Essay, 450–457</p> <p>myPerspectives Plus: Writing and Research: Interactive writing Lessons: The Writing Process-High School</p>
11.6.g Revise writing for clarity of content, accuracy and depth of information.	<p><b>SE/TE:</b> Performance Task: Revising, 66, 196, 324, 456, 698, 814; Review, Revise, Edit, 191, 379, 431, 479, 509, 531, 691, 721; Reviewing, Revising, and Editing, 351</p>
11.6.h Write and revise to a standard acceptable both in the workplace and in postsecondary education.	<p><b>SE/TE:</b> Performance Task, 60–67, 192–199, 318–325, 450–457, 692–701, 808–815; 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</p>
11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	
11.7.a Use complex sentence structure to infuse sentence variety in writing.	<p><b>SE/TE:</b> Syntax: Sentence Structure, 323; Complex Sentence, R61; also see: Sentence Variety, 212, 447  <b>TE only:</b> Unpacking a Complex Sentence, 107; Complex Syntax, 434; Vary Syntax, 456</p> <p><i>Additional Resources:</i> myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Sentences: Complex and Compound-Complex; Grammar Tutorials: Sentence Structure</p>
11.7.b Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.	<p><b>SE/TE:</b> Sentence Variety, 212, 447; Varying Sentence Patterns, 323, 455; Verb Phrases, 297, R60; also see: Syntax, 27, 28, 37</p> <p><i>Additional Resources:</i> myPerspectives Plus: Conventions: Grammar Worksheets: Verbal Phrases</p>

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11.7.c Distinguish between active and passive voice.	<p><b>SE/TE:</b> Active/Passive Voice, 826; Clarification, 297  <b>TE only:</b> Personalize for Learning: Active/Passive Voice, 452</p> <p>myPerspectives Plus: Conventions: Grammar Tutorials: Active and Passive Voice Tutorial; Grammar Worksheets: Active and Passive Voice</p>
<b>Research</b>	
11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.	
11.8.a Critically evaluate quality, accuracy, and validity of information.	<p><b>SE/TE:</b> Assessing Strengths And Limitations, 320; Evaluating Sources, 696; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Reviewing Research Findings, R30–R31; also see: Evidence, 62; Notes That Make Me Rethink Claim, 63; Analysis of the Historical Context, 125; Writing to Sources, 261</p>
11.8.b Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<p><b>SE/TE:</b> Evidence, 62; Notes That Make Me Rethink Claim, 63; Analysis of the Historical Context, 125; Assessing Strengths and Limitations, 320; Evaluating sources, 696; Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Reviewing Research Findings, R30–R31</p>
11.8.c Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	<p><b>SE/TE:</b> Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; 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; Writing to Sources: Argument, 134; Research Report, 261; Informative Paragraph, 298, 351; Speaking and Listening: Multimedia Presentation, 59; Research: Research Report, 125, 827; Research Project, 737; Conducting Research, R27–R35</p>

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<p>11.8.d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Primary and Secondary Sources (using sources in writing), 115; Avoiding Plagiarism, 320; Weaving Research Into Text, 321; Incorporating Research into Writing, R32–R33; Formats for Citing Sources, R34; MLA Style for Listing Sources, R35</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Citing Sources, 256; Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School</p>
<p>11.8.e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Primary and Secondary Sources (using sources in writing), 115; Avoiding Plagiarism, 320; Weaving Research Into Text, 321; Incorporating Research into Writing, R32–R33; Formats for Citing Sources, R34; MLA Style for Listing Sources, R35</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Citing Sources, 256; Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School</p>
<p>11.8.f Demonstrate ethical use of the Internet.</p>	<p><b>SE/TE:</b> Using a Search Engine, 62; Conducting Research, 320; Print and Digital Sources, 452; Conducting Digital Searches, 452; Consulting Print and Digital Sources, R27; Using Search Terms, R28; Evaluating Internet Domains, R28</p> <p><b>TE only:</b> Digital Perspectives, 93; Research, 298, 695; Science, 436</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Crediting Sources, 256</p>