

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



To the  
**Virginia**  
**English Standards of Learning**  
**Grade 11**



# A Correlation of myPerspectives ©2017, Grade 11 to the Virginia English Standards of Learning

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title 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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<b>Grade Eleven</b>	
<b>Communication: Speaking, Listening, Media Literacy</b>	
11.1 The student will make informative and persuasive presentations.	
a) Gather and organize evidence to support a position.	<b>SE/TE:</b> Performance Task: Present an Argument, 126–127; 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
b) Present evidence clearly and convincingly.	<b>SE/TE:</b> Performance Task: Present an Argument, 126–127; Panel Discussion, 380–381; Give an Explanatory Talk, 532–533; Debate a Question, 738–739; 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; Oral Presentation, 117, 169, 491; Response To Literature, 809
c) Address counterclaims.	<b>SE/TE:</b> For related material see: Notes That Oppose My Claim, 63; Counterclaims, 133, 134, 295, 368; Compare Notes, 378 <b>TE only:</b> Peer Review: Suggest a Counterclaim, 67, 699; Speaking and Listening: Choose a Position, 235; Launch Activity, 550
d) Support and defend ideas in public forums.	<b>SE/TE:</b> Performance Task: Panel Discussion, 380–381; Debate a Question, 738–739; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Debate, 449, 740
e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	<b>SE/TE:</b> Whole Class Performance Task: Rehearse (Presentation Techniques), 127, 263, 381, 533, 739, 859; also see: Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Debate, 449, 740

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f) Monitor listening and use a variety of active listening strategies to make evaluations.	<b>SE/TE:</b> Performance Task: Panel Discussion, 380–381; Debate a Question, 738–739; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Oral Presentation, 542; Debate, 449, 740; also see: Speaking and Listening: Class Discussion, 29; Discussion, 229; Group Discussion, 359; Prepare to Compare: Prepare for Discussion, 378; Whole-Class Debate, 449; Discuss It, 2, 23, 132, 137, 138, 268, 273, 274, 386, 391, 392, 412, 497, 538, 543, 544, 744, 749, 750, 772, 864, 869
g) Use presentation technology.	<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;
h) Collaborate and report on small-group learning activities.	<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; 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
11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.	
a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.	<b>SE/TE:</b> Gather Evidence with Media Examples, 126, 738; Multimedia Presentation, 59; Digital Presentation, 247; Video Recording, 51; Multimedia Account, 509; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868

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b) Use media, visual literacy, and technology skills to create products.	<b>SE/TE:</b> Multimedia Account, 509; Multimedia Presentation, 59; Digital Presentation, 247; Video Recording, 51; Gather Evidence with Media Examples, 126, 738; Performance-Based Assessment: Video Recorded Commentary, 136; Podcast, 390; Storytelling, 868
c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.	<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
d) Determine the author’s purpose and intended effect on the audience for media messages.	<b>SE/TE:</b> 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; Analyze the Media, 58, 89, 234, 316, 349, 477, 507, 719;
<b>Reading</b>	
11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	<b>SE/TE:</b> Roots, 25, 118, 210 98, 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
b) Use context, structure, and connotations to determine meanings of words and phrases.	<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

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c) Discriminate between connotative and denotative meanings and interpret the connotation.	<b>SE/TE:</b> Connotations, 122, 356, 428, 659; Denotation, 356, 428; Tips: Usage, 195 <b>TE only:</b> Personalize for Learning: Word Connotations/ Denotations, 255, 404, 814
d) Identify 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
e) Identify literary and classical allusions and figurative language in text.	<b>SE/TE:</b> Figurative Language, 260; Allusions, 344; Figurative Meanings, 490; 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
f) Extend general and specialized vocabulary through speaking, 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
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<b>SE/TE:</b> Author's style: colloquial language, 336, 417; Idiomatic Expressions, 429; Idioms, 490 Dialect, 429, 777 <b>TE only:</b> Personalize for Learning: Idioms, 241, 706, 774; Understand Regional Dialect, 420

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<b>Virginia English Standards of Learning</b>	<b>myPerspectives, ©2017 Grade 11</b>
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	
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
b) Compare and contrast the development of American literature in its historical context.	<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
c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	<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
d) Analyze the social or cultural function of American literature.	<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



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e) Analyze how context and language structures convey an author's intent and viewpoint.	<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
f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	<b>SE/TE:</b> Poetic Structures and Style, 165, 181, 501; Author's Style: Onomatopoeia, 167; Poetic Devices, 500, 518; 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
g) Explain how imagery and figures of speech appeal to the reader's senses and experience.	<b>SE/TE:</b> Figurative Language, 260; Impact of Word Choice, 429; Figurative Meanings, 490; Poetic Devices, 518; Biblical Allusions, 682; 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

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h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.	<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; 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
i) Read and analyze a variety of American dramatic selections.	<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 <b>TE only:</b> Analyze Background, 566, 585
j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.	<b>SE/TE:</b> Structural Elements of Drama, 598; Dramatic Exposition, 600; Literary Elements in Drama, 626; Character Development in Drama, 658; Literary Devices, 659; Literary Forms, 681; Dramatic monologue, 245 <b>TE only:</b> Analyze Character, 568, 574, 616; Examine Character, 590; Analyze Conflict, 581; Examine Conflict, 591; Analyze Plot, 571, 589, 632, 723; Explore Dialogue, 646

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k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	<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 <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
11.5 The student will read and analyze a variety of nonfiction texts.	
a) Use information from texts to clarify understanding of concepts.	<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
b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.	<b>SE/TE:</b> For related material see: College and Career Readiness: Making Writing Sophisticated, 197; Enriching Writing With Research, 320, 452
c) Generalize ideas from selections to make predictions about other texts.	<b>SE/TE:</b> Predict, 599, 627 <b>TE only:</b> Personalize for Learning: Read Aloud, Confirm Predictions, and Complete KWL Chart, 131; Write Now: Prediction Paragraph, 784

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d) Draw conclusions and make inferences on explicit and implied information using textual support.	<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
e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	<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, 91, 351, 479, 50, 7219; Speaking and Listening, 235, 317
f) Identify false premises in persuasive writing.	<b>SE/TE:</b> Historical Narrative as Argument, 80; 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 <b>TE only:</b> Analyze Arguments, 291; Personalize for Learning: Fact and Opinion, 50
g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	<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; Irony, 661 <b>TE only:</b> Analyze Rhetoric, 289, 332

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h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	<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>Writing</b>	
11.6 The student will write in a variety of forms, with an emphasis on persuasion.	
a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	<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
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; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
c) Organize ideas in a sustained and logical manner.	<b>SE/TE:</b> Writing to Sources: Argument, 28, 684; 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
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.	<b>SE/TE:</b> Writing to Sources: Argument, 28, 684; Whole-Class Performance Task: Elements of an Argument, 60; Prewriting, 61; Evaluating Your Draft, 66, 698; Research, 62–63, 694; Performance-Based Assessment: Argument, 134–135; Argument, 745–747
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	<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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f) Revise writing for clarity of content, accuracy and depth of information.	<b>SE/TE:</b> Performance Task: Revising, 66, 196, 324, 456, 698, 814
g) Use computer technology to plan, draft, revise, edit, and publish writing.	<b>SE/TE:</b> Publishing and Presenting, 67, 199, 325, 457, 701, 815; 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
h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	<b>SE/TE:</b> Writing to Sources: Letter to British Parliament, 101; Problem-Solution Letter, 261; Writing to Compare: Friendly Letter, 351; Personal Letter, 509
11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<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
b) Use verbals and verbal phrases to achieve sentence conciseness and variety.	<b>SE/TE:</b> Sentence variety, 212, 447; Varying Sentence Patterns, 323, 455; Verb phrases, 297; also see: Syntax, 27, 28, 37
c) Distinguish between active and passive voice.	<b>SE/TE:</b> Active/Passive Voice, 826 <b>TE only:</b> Personalize for Learning: Active/Passive Voice, 452
d) Differentiate between in-text citations and works cited on the bibliography page.	<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

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e) Adjust sentence and paragraph structures for a variety of purposes and audiences.	<b>SE/TE:</b> Sentence variety, 212, 447; Varying Sentence Patterns, 323, 455; Verb phrases, 297; also see: Syntax, 27, 28, 37
f) Proofread and edit writing for intended audience and purpose.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 67, 199, 325, 457, 701, 812; Language Development: Conventions, 65, 323, 697; Handbook R59–R67
<b>Research</b>	
11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.	
a) Use technology as a tool to research, organize, evaluate, and communicate information.	<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
b) Narrow a topic and develop a plan for research.	<b>SE/TE:</b> Project plan, 125; Research plan, 739; Conducting Research, R26–R27; also see: Writing to Sources: Research Report, 261; Informative Paragraph, 298, 351; Research: Research Report, 125, 827; Research Project, 737
c) Collect information to support a thesis.	<b>SE/TE:</b> Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Research to Clarify & Research to Explore, 23, 33, 45, 78, 88, 97, 113, 121, 163, 179, 209, 225, 233, 243, 257, 293, 303, 333, 342, 348, 355, 374, 413, 425, 443, 468, 476, 487, 498, 516, 526, 596, 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

**A Correlation of myPerspectives ©2017, Grade 11 to the  
Virginia English Standards of Learning**

<b>Virginia English Standards of Learning</b>	<b>myPerspectives, ©2017 Grade 11</b>
d) Critically evaluate quality, accuracy, and validity of information.	<b>SE/TE:</b> Assessing strengths and limitations, 320; Evaluating sources, 696; Reviewing Research Findings, R30–R31; also see: Evidence, 62; Notes that make me rethink claim, 63; Analysis of the historical context, 125
e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<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; Reviewing Research Findings, R30–R31
f) Synthesize and present information in a logical sequence.	<b>SE/TE:</b> Writing to Sources: 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
g) 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).	<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
h) Revise writing for clarity of content, accuracy, and depth of information.	<b>SE/TE:</b> Revising for Evidence and Elaboration, 324, 456; also see: Enriching Writing with Research, 62–63, 320–321, 452–454, 694–695; Assessing strengths and limitations, 320; Evaluating sources, 696; Reviewing Research Findings, R30–R31
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.	<b>SE/TE:</b> Editing and Proofreading, 325, 457; Formats for Citing Sources, R34; MLA Style for Listing Sources, R35
j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<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