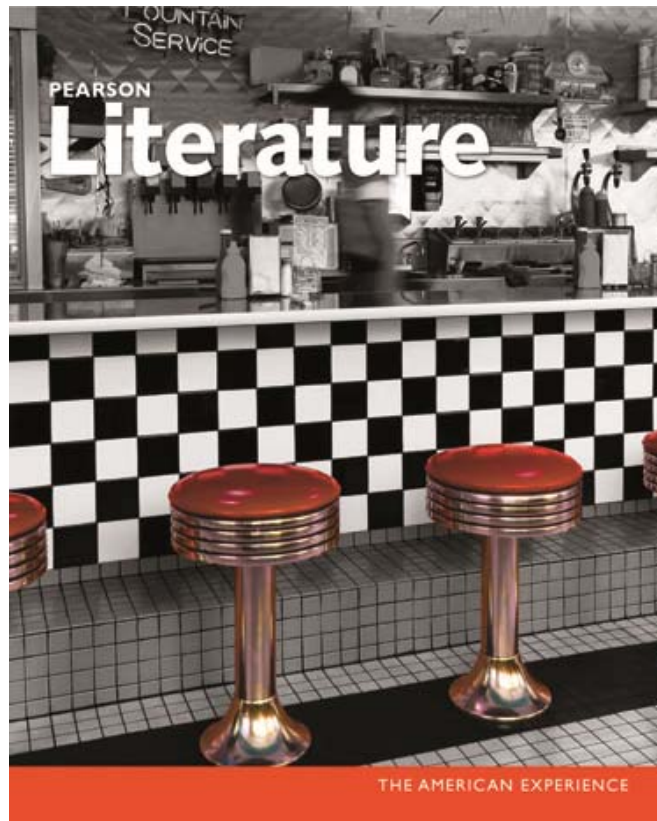


A Correlation of

**Pearson  
Literature**

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To the

**South Carolina  
College and Career-Ready Standards  
for English Language Arts, English 3  
1st Reading January 21, 2015**

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## Introduction

This document demonstrates how *Pearson Literature @2015* meets the DRAFT South Carolina College and Career-Ready Standards for English Language Arts. Correlation references are to the Student Edition and Teacher’s Edition and are cited by feature and page number.

*Pearson Literature* is an exciting new literature program with a unique Instructional Model that supports the critical shifts in literacy. The gradual-release-model emphasizes building knowledge through content-rich nonfiction, reading and writing activities that are grounded in evidence, and providing texts that are appropriately complex and focus on academic vocabulary.

### Instructional Model

The heart of the gradual-release Instructional Model is a focus on Text Sets. These Text Sets consist of an Anchor Text with Related readings of multiple genres, centered on a compelling topic. The goal is for students to form a coherent position on the topic by performing research, holding discussions, and writing an argumentative analysis.

The Instructional Model reflects the learning process as it addresses the instructional shifts in literacy:

- Part 1 models expectations and strategies for the Close Reading Activities students will perform in the unit;
- Part 2 provides scaffolded support for reading complex texts, including support for grammar and vocabulary acquisition and for citing text evidence;
- Part 3 enables students to demonstrate learning without scaffolds. In this section, students build knowledge of a topic through analysis of multiple-genre texts and media in a Text Set;
- Part 4 presents wholly independent reading opportunities.

### Close Reading, Personalized Learning

Additionally, an instructional focus is paid to developing students' close reading abilities to prepare them for the rigorous tasks they will encounter in upcoming assessments. Powerful instructional tools are designed to personalize learning for every student, allowing teachers to customize instruction and differentiate resources.

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| <b>ENGLISH 3</b>  |  |
| <b>Inquiry-Based Literacy Standards (I)</b>   |  |
| <b>Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.</b>   |  |
| 1.1 Use a recursive process to develop, refine, and evaluate of questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.              | <p><b>SE/TE:</b> Formulate research question, lxxii, 1407; Multiple Perspectives on the Era: Address a Question: 16, 224, 476, 704, 980, 1292; Reading: Questioning the text, 368, Questions, generate, 492, 493, 497, 501, 505, 846, 850, 853, 854; Writing and research: questions, address, 67, 665, 777, 1249, 1355, 1369, questions, ask/answer, 1159; Refine research question, 771; also see: Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Research Task, 187, 255, 505, 624, 771, 1008, 1407</p> <p><b>TE Only:</b> Teaching the Essential Question, 6–13, 214–221, 466–473, 694–701, 970–977, 1282–1289</p>   |
| <b>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</b>  |  |
| 2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering multiple perspectives and alternative views. | <p><b>SE/TE:</b> Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Constructed Response: Writing about literature and informational texts, 204-205, 456-457, 684-685, 960-961, 1272-1273, 1464-1465; Writing: response to literature, 154, 910, 1078, character study, 357, critical essay, 491, 807, 887, essay in response to criticism, 515, character types essay, 593, character analysis, 715, essay about historical context, 763, approaches to literary criticism, 777, 1069, critical review, 831, 1322, poetry essay, 871, 1055, essay of interpretation, 1025; Text Set Workshop (writing), 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b</p> |

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| <b>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</b> |   |
| 3.1 Develop a plan of action by using appropriate discipline-specific strategies.  | <b>SE/TE:</b> Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Research Task: research, 187, 255, 505, 624, 771, 1008, 1407; Text Set Workshop: Research plan/checklist, 200b, 452b, 680b, 956b, 1268b, 1460b; Performance Tasks: Writing, 204, 456, 684, 960, 1272, 1464; Writing Workshop: historical investigation report, 664–675   |
| 3.2 Examine historical, social, cultural, or political context to broaden inquiry.   | <b>SE/TE:</b> Multiple Perspectives on the Era: Snapshot of the Period, 2–3, 210–211, 462–463, 690–691, 966–967, 1278–1279; Historical Background, 4–5, 212–213, 464–465, 692–693, 968–969, 1280–1281; Essential Questions Across Time, 6–13, 214–221, 466–473, 694–701, 970–977, 1282–1289; Recent Scholarship, 14–15, 222–223, 474–475, 702–703, 978–979, 1290–1291; Multiple Perspectives on the Era: Integrate and Evaluate Information, 16, 224, 476, 704, 980, 1292; Poetry of Cultural Identity, 913, 919; Social Commentary, 1346, 1355 |
| 3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.   | <b>SE/TE:</b> Reading for Information: evaluate text features, 128–133, writer's perspective, analyze, 178–187, writer's purpose, identify, 242–255, evaluate information from charts and graphs, 392–397, philosophical assumptions, analyze, 614–623, online source, evaluate validity and reliability, 938–943, fact and opinion, distinguish between, 1250–1255; also see: Research Task: research, 187, 255, 505, 624, 771, 1008, 1407; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292                    |

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|---|--|
| 3.4 Organize and categorize important information; synthesize relevant ideas to build a deeper understanding; communicate new learning; and identify implications for future inquiry. | <b>SE/TE:</b> Speaking and Listening: analyze the literature, 676; Assessment Workshop: Writing about literature and informational texts, 204, 456, 684, 960, 1272, 1464; Research Task: research, 187, 255, 505, 624, 771, 1008, 1407; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292  |
| <b>Standard 4: Synthesize information to share learning and/or take action.</b>   |  |
| 4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.  | <b>SE/TE:</b> Assessment Workshop: Writing about literature and informational texts, 204, 456, 684, 960, 1272, 1464; Writing: response to literature, 154, 910, 1078, character study, 357, critical essay, 491, 807, 887, essay in response to criticism, 515, character types essay, 593, character analysis, 715, essay about historical context, 763, approaches to literary criticism, 777, 1069, critical review, 831, 1322, poetry essay, 871, 1055, essay of interpretation, 1025; Text Set Workshop: From Text to Understanding, 200a–200b, 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b |
| 4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.  | <b>SE/TE:</b> Reading for Information: evaluate information from charts and graphs, 392–397, online source, evaluate validity and reliability, 938–943, fact and opinion, distinguish between, 1250–1255; Text Set Workshop: From Text to Understanding, 200a–200b, 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b; also see: Writing Workshop: Revising, 192, 444, 948, 1260, 1452   |

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| 4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.   | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476, 1292; Media review, 135; Slide Presentation, 224; Formal Oral Presentation, 565; Presentation of Ideas, 703; Multimedia Presentation, 704; Interview, 980, Travel Directions, 1292, Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b |
| <b>Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.</b> |   |
| 5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.   | <b>SE/TE:</b> Collaboration: Respond thoughtfully to different opinions and perspectives, 15, Make sure all opinions are heard, 1291; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Speaking and Listening (Collaboration): Full-class discussion, 15; Group Discussion, 897, 1185; Discussion with Partner, 979; Interview, 980; Small-Group Discussion, 223, 475, 1291; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion Group, 961; Oral Presentation, 565; Tips for Discussing Literature, R53   |
| 5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.   | <b>SE/TE:</b> Workshop: Composing an Argument (developing the claim), lxx–lxxi; Writing Workshop: faulty logic and weak reasoning, 1260; Writing: opinion, form/summarize/support, 357, 373, 663, 1322, arguments, 391, 612, 666, 1215, 1391, position statement, 515, 639, 1061, 1332, facts, relevant, 557, opinion, state/support, 715, 887, evidence, 1183, 1257, counterargument, 1215   |

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| 5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry. | <b>SE/TE:</b> Formulate research question, lxxii, 1407; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Research Task: formulate a research plan, 187, 255, 505, 624, 771, 1008, 1407; Text Set Workshop: Research plan/checklist, 200b, 452b, 680b, 956b, 1268b, 1460b; Refine research question, 771  |
| <b>Reading - Literary Text</b>  |  |
| <b>Principles of Reading (P)</b>  |  |
| <b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>   | <b>SE/TE:</b> Elements of Poetry, 402; Defining Narrative Nonfiction, 516; Elements of Short Stories, 796; Defining Drama, 1116; also see: Syntax, 74, 79, 448, 516, 778, 796, 1374; Couplets, 122, 127; Meter, 256, 263, 268; Rhyme, 407, 411, 414; Pattern of Organization, 478, 484, 490; Structure/meaning, evaluate, 772, 776; Formal Verse, 634, 639; Dramatic Monologue, 706, 709, 710; Effects of Repetition, 866, 870, 871, 1062; Blank Verse, 872, 875, 877, 883, 886; Stanza Structure, 922, 927; Plot, 1026, 1032, 1037, 1038; Sound Devices 1056; Identify the Text Structure, 1123, 1158 |
| <b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds</b>   | <b>SE/TE:</b> Speaking and Listening (Collaboration): Full-Class Discussion, 15; Discussion with Partner, 979; Interview, 980; Small-Group Discussion, 223, 475, 1291; Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion Group, 961; Tips for Discussing Literature, R53; Speaking and Listening: Comprehension and Collaboration, 197, 449, 677, 953, 1265, 1457; Text Set Workshop, 452b, 680b, 956b, 1268b, 1460b. All selections are available for listening in the <i>Student eText</i> and on the <i>Hear It!</i> CD-ROM.        |



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| <b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b>  | <b>SE/TE:</b> Vocabulary Acquisition and Use: Roots, 30, 109, 121, 177, 286, 319, 391, 421, 491, 515, 529, 612, 649, 754, 777, 794, 887, 909, 1025, 1039, 1114, 1159, 1322, 1391, 1422, 1440; Prefixes, 93, 109, 241, 357, 373, 583, 715, 763, 831, 1078, 1092, 1361; Suffixes, 121, 153, 1183  |
| <b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>   |   |
| 4.1 Read grade-level text with purpose and understanding.  | <b>SE/TE:</b> Comprehending Complex Texts, Iviii–lix; Prepare to Read Complex Texts: Purpose for reading, set/establish, 18, 22, 26, 29, Break down Long Sentences, 291, 298, 304, 308, 313, 318, Determine Essential Message, 334, 342, 349, 356, Analyze Philosophical Argument, 626, 633, 784, 793, Clarify Meaning, 650, 659, 660, 662, Paraphrase, 778, 781, 783, Draw Conclusions, 1010, 1015, 1020, 1024 |
| 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | <b>SE/TE:</b> Read aloud, 67, 154, 425, 438, 439, 797, 1062, 1068, 1092; Speaking and Listening: Oral Interpretation of a Literary Work, 676–677; Oral interpretation, 956b; Publishing / Presenting: Recitation of story, 1455; Tips for Improving Fluency, R16–R17  |
| 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.                                     | <b>SE/TE:</b> Vocabulary Acquisition and Use (context clues), 30, 199, 451, 679, 857, 865, 955, 1025, 1039, 1267, 1459; Use Context Clues (reading strategy), 84, 90, 92, 1442  |

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| <b>Meaning and Context (MC)</b>  |  |
| <b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.</b>   |  |
| 5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain; investigate multiple supported academic interpretations. | <b>SE/TE:</b> All references encourage detailed use of evidence to support analysis. Integration of Knowledge and Ideas allows for multiple interpretations of the same material. Comprehending Complex Texts, lviii–lix; Recent Scholarship, 14–15, 222–223, 474–475, 702–703, 978–979, 1290–1291; Reading Strategies (Preparing to read complex texts): Draw Inferences, 270, 275, 277, 279, 764, 285, 1346, 1355, Break down Long Sentences, 291, 298, 304, 308, 313, 318, Determine Essential Message, 334, 342, 349, 356, Analyze Philosophical Argument, 626, 633, 784, 793, Clarify Meaning, 650, 659, 660, 662, Paraphrase, 778, 781, 783, Draw Conclusions, 1010, 1015, 1020, 1024, Cause and Effect, 1080, 1085, 1086, 1088, 1091, 1382, 1388, 1390, Draw Inferences About Characters, 728, 737, 739, 745, 747, 750, 753, Analyze Patterns of Symbolism, 756, 761, 762, Clarify ambiguity, 814, Before You Read, 982, Comparing Political Drama Past and Present, 1239, Interpreting, 1334, 1342, 1344, Identify Key Details, 1360 |
| <b>Standard 6: Summarize key details and ideas to support analysis of thematic development.</b>  |  |
| 6.1 Analyze the development of related themes across multiple texts citing evidence to support analysis; provide an objective summary.   | <b>SE/TE:</b> Close Reading Focus, 18, 1026, 1334; Comparing Literary Works: Multiple Themes, 901, 908; Poetry of Cultural Identity, 913, 919; Social Commentary, 1346, 1355; Themes, 1408, 1421; Assessment Workshop: Analyze the Development of Theme and Central Ideas, 204; Analyze Development of Theme, 960; Theme, 334, 341, 354, 403, 424, 626, 633, 676, 756, 760, 762, 797, 798, 807, 982, 987, 990, 998, 1334; Writing an Objective Summary, lvi–lvii   |

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| <b>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b> |   |
| 7.1 Analyze the development of theme across diverse media, modality, and format.  | <b>SE/TE:</b> Close Reading Focus: Themes, 18, 1026, 1334; Speaking and Listening: Oral Interpretation of Literary Work, 676–677; Comparing Literary Works: Multiple Themes, 901, 908; Poetry of Cultural Identity, 913, 919; Speaking and Listening: Analyzing Interpretations (view productions of “The Crucible”), 1185; Social Commentary, 1346, 1355; Themes, 1408, 1421; Assessment Workshop: Analyze the Development of Theme and Central Ideas, 204; Analyze Development of Theme, 960; Theme, 334, 341, 354, 403, 424, 626, 633, 676, 756, 760, 762, 797, 798, 807, 982, 987, 990, 998, 1334 |
| 7.2 Analyze how literary texts and related media allude to themes and archetypes from historical and cultural traditions.                                   | <b>SE/TE:</b> Mythic Archetypes, 18, 29; Archetype, 84, 92; Archetype of the quest, 846, 850, 853, 854, 857; Archetypal perspective, apply, 901, 908; Poetry of Cultural Identity, 913, 919; Social Commentary, 1346, 1355; Themes, 1408, 1421; also see: Text Set Workshop (writing), 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b  |

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| <b>Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.</b>  |   |
| 8.1 Analyze a complex set of ideas or sequence of events and explain how specific characters, ideas, or events develop and interact within a particular context.                | <b>SE/TE:</b> Preparing to Read Complex Texts: Determine Essential Message, 334, 342, 349, 356, Analyze Philosophical Argument, 626, 633, 784, 793, Clarify Meaning, 650, 659, 660, 662, Clarify ambiguity, 814; Assessment Workshop: Analyze the Development of a Story, 456, Analyze Characterization in a Story, 684, Analyze Story Elements, 1272; also see: Characterization, 226, 232, 233, 237, 240, 357, 449, 650, 654, 655, 657, 662, 728, 732, 734, 741, 743, 744, 748, 749, 753, 796, 1010, 1014, 1016, 1018, 1019, 1024, 1186, 1188, 1189, 1191, 1200, 1201, 1206, 1214, 1310, 1313, 1321; Characters, flat/round, 640, 648, 728, 753, 796, 1116; Plot, 648, 796, 1026, 1032, 1034, 1037, 1038, 1123, 1129, 1130, 1133, 1139, 1144, 1150, 1156, 1158; Plot device, 1296, 1299, 1300, 1303, 1308 |
| <b>Language, Craft, and Structure (LCS)</b>   |   |
| <b>Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.</b> |   |
| 9.1 Analyze and interpret the impact of the author’s use of diction, conventions, figurative language, and/or language that is particularly fresh, engaging, or beautiful.      | <b>SE/TE:</b> Building Academic Vocabulary, xviii–lv; Metaphor, 80, 83, 372, 376, 380, 385, 390, 403, 1040, 1045, 1050, 1055; Figurative Language, 364, 369, 403, 449; Poetry, 402–403; Rhyme, 407; Epic Poetry, 424–425; Diction, 429, 430, 438, 516, 796, 1070, 1077; Tone, 772, 776; Author’s Style, 778, 1324; Simile, 784, 793, 1050, 1055; Personification, 784, 866, 871; Close Reading Focus, 798, 1056, 1062, 1346; Gather Vocabulary Knowledge, 913; Connotation, 909, 1050; Imagery, 1364; Vocabulary, 530, 706, 718, 756, 778   |

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| <b>Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b> | <b>SE/TE:</b> Building Academic Vocabulary, xviii–lv; Language Study: Dictionary, Thesaurus, 198, Political Science/History Terms, 450, Multiple-meaning words, 663, 1069, 1345, Mythology and Religious Traditions, Words from, 678; Vocabulary, 530, 706, 718, 756, 778  |
| <b>Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.</b>  |  |
| 11.1 Analyze how point of view and author’s perspective and purpose shape content, meaning, and style, supports rhetorical or aesthetic purposes, and conveys cultural experience.                                       | <b>SE/TE:</b> Point of view, 478, 481, 488, 490, 650, 662, 796, 1424, 1439, 1450; Satire, 772, 776, 1382, 1390; Satirical Essay, 1375; Irony, 449, 594, 604, 609, 611, 626, 630, 633, 1186, 1193, 1194, 1195, 1200, 1207, 1212, 1214; Humor, 569, 574, 578, 579, 582, 587; Allegory, 756, 762, 1216; Paradox, 407; Nuances in Meaning, 1356  |
| <b>Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.</b>  |  |
| 12.1 Analyze the relationships among structure, plot, and manipulation of time to determine how meaning is derived citing support from the text.   | <b>SE/TE:</b> Assessment Workshop: Analyze the Development of a Story, 456, Analyze Characterization in a Story, 684, Analyze Story Elements, 1272; Stream of consciousness, 478, 488, 490, 832, 835, 837, 838, 840, 842, 844; Flashback, 832; Foreshadowing, 1026, 1034, 1038, 1296, 1308, 1449; also see: Plot, 648, 796, 1026, 1032, 1034, 1037, 1038, 1123, 1129, 1130, 1133, 1139, 1144, 1150, 1156, 1158; Plot device, 1296, 1299, 1300, 1303, 1308; Conflict, 814, 1160 |

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| 12.2 Analyze how an author’s choices concerning how to structure texts, order events within the text, and manipulate time create different effects.  | <b>SE/TE:</b> Defining Narrative Nonfiction, 516; Elements of Short Stories, 796; Defining Drama, 1116; Plot, 648, 796, 1026, 1032, 1034, 1037, 1038, 1123, 1129, 1130, 1133, 1139, 1144, 1150, 1156, 1158; Plot device, 1296, 1299, 1300, 1303, 1308; Conflict, 814, 1160; Stream of consciousness, 478, 488, 490, 832, 835, 837, 838, 840, 842, 844; Flashback, 832; Foreshadowing, 1026, 1034, 1038, 1296, 1308, 1449; also see: Assessment Workshop: Analyze the Development of a Story, 456, Analyze Characterization in a Story, 684, Analyze Story Elements, 1272   |
| <b>Range and Complexity (RC)</b>   |  |
| <b>Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</b> |  |
| 13.1 Engage in whole and small group reading with purpose and understanding.   | <b>SE/TE:</b> Text Set Workshop (Research & Listening and Speaking Projects), 200b, 452b, 680b, 956b, 1268b, 1460b<br><b>TE only:</b> Multidraft Reading notes encourage independent reading and guided reading experiences. For examples see: 19, 41, 324, and 1057   |
| 13.2 Read independently for sustained periods of time to build stamina.  | <b>SE/TE:</b> Independent Reading, 206, 458, 686, 961, 1273, 1466  |
| 13.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.  | <b>SE/TE:</b> Comprehending Complex Texts, lviii–lix; Constructed Response: Writing about literature and informational texts, 204-205, 456-457, 684-685, 960-961, 1272-1273, 1464-1465; Writing: response to literature, 154, 910, 1078, character study, 357, critical essay, 491, 807, 887, essay in response to criticism, 515, character types essay, 593, character analysis, 715, essay about historical context, 763, approaches to literary criticism, 777, 1069, critical review, 831, 1322, poetry essay, 871, 1055, essay of interpretation, 1025; Text Set Workshop (writing), 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b |

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|---|---|
| <b>Reading - Informational Text (RI)</b>  |   |
| <b>Principles of Reading (P)</b>  |   |
| <b>Standard 1: Demonstrate understanding of the organization and basic features of print.</b>     | <b>SE/TE:</b> Elements of Speeches, 96; Defining Narrative Nonfiction, 516; Defining Essays, 1374; also see: Analyze Organizational Patterns, analyze, 1094, 1098, 1101; Organizational Structure: Argument / Support, 1102, 1113; Analyzing Functional and Expository Texts, 128–133; Primary Sources, 1000–1007; Analyzing Arguments and Expository Texts, 1250–1255; Defining Essays, 1374–1375; Comparison-and-Contrast Essay, 1392, 1397; Reflective Essay, 1408, 1413, 1414, 1418, 1421   |
| <b>Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.</b>              | <b>SE/TE:</b> Speaking and Listening (Collaboration): Full-Class Discussion, 15; Discussion with Partner, 979; Interview, 980; Small-Group Discussion, 223, 475, 1291; Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion Group, 961; Tips for Discussing Literature, R53; Speaking and Listening: Comprehension and Collaboration, 197, 449, 677, 953, 1265, 1457; Text Set Workshop, 452b, 680b, 956b, 1268b, 1460b. All selections are available for listening in the <i>Student eText</i> and on the <i>Hear It!</i> CD-ROM. |
| <b>Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.</b> | <b>SE/TE:</b> Vocabulary Acquisition and Use: Roots, 30, 109, 121, 177, 286, 319, 391, 421, 491, 515, 529, 612, 649, 754, 777, 794, 887, 909, 1025, 1039, 1114, 1159, 1322, 1391, 1422, 1440; Prefixes, 93, 109, 241, 357, 373, 583, 715, 763, 831, 1078, 1092, 1361; Suffixes, 121, 153, 1183  |

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| <b>Standard 4: Read with sufficient accuracy and fluency to support comprehension.</b>   |  |
| 4.1 Read grade-level text with purpose and understanding.  | <b>SE/TE:</b> Comprehending Complex Texts, Iviii–lix; Prepare to Read Complex Texts: Purpose for reading, set/establish, 518, 523, 524, 528  |
| 4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings. | <b>SE/TE:</b> Read aloud, 67, 154, 425, 438, 439, 797, 1062, 1068, 1092; Speaking and Listening: Oral Interpretation of a Literary Work, 676–677; Oral interpretation, 956b; Publishing / Presenting: Recitation of story, 1455; Tips for Improving Fluency, R16–R17 |
| 4.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary during independent reading of text.  | <b>SE/TE:</b> Vocabulary Acquisition and Use (context clues), 30, 199, 451, 679, 857, 865, 955, 1025, 1039, 1267, 1459; Use Context Clues (reading strategy), 84, 90, 92, 1442   |



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| <b>Meaning and Context (MC)</b>  |   |
| <b>Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.</b>                              |   |
| 5.1 Cite significant textual evidence to support synthesis of explicit and inferred meaning and/or in areas the text leaves indeterminate; investigate multiple supported interpretations.   | <b>SE/TE:</b> Comprehending Complex Texts, Iviii–Ixiii; Analyzing Arguments, Ixiv–I xv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, Ixv–Ixvii; Analyzing Legal Meanings and Reasoning, Ixviii–Ixix; Recent Scholarship, 14–15, 222–223, 474–475, 702–703, 978–979, 1290–1291; Multiple Perspectives on the Era: Integrate and Evaluate Information, 16, 224, 476, 704, 980, 1292; Preparing to Read Complex Texts (nonfiction): Analyze Philosophical Assumptions, 40, 43, 45, 376, 381, 386, 390, 614, 615, 619, 620, 624; Analyze Political Assumptions, 98, 108, 982, 998; Summarize, 168, 176; Analyze Writer's Perspective, 178, 179, 181, 184, 186, 187, 682; Writer's Purpose, 202, 242, 243, 252, 253, 517, 928, 933, 934, 937, 1375; Determine Essential message, 552, 557; Writer's Views/Insights, 536, 543; Informational Texts: Draw Inferences, 764–771; Main Idea and Supporting Details, 1102, 1110, 1113; Draw Conclusions, 1392, 1393, 1401; Primary Sources, 492, 1398; Before You Read, 1408 |
| <b>Standard 6: Summarize key details and ideas to support analysis of central ideas.</b>   |   |
| 6.1 Determine two or more central ideas of a text and analyze their development over the course of a text including how they interact and build on one another to provide a complex analysis of the topic; provide an objective summary of the text. | <b>SE/TE:</b> Comprehending Complex Texts, Iviii–Ixiii; Summarize to Identify Main Idea, 168, 176; Assessment Workshop: Analyze the Development of Central Ideas, 204; Main idea and Supporting Details, 1102, 1110, 1113; Compare Central Idea or Theme, 1408, 1421; Analyze Writer's Perspective, 178, 179, 181, 184, 186, 187, 682; Determine Essential Message, determine, 552, 557; Compare Writer's Views/Insights, 536, 543  |

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| <b>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</b>   |  |
| 7.1 Analyze how the use of different mediums, modalities, or formats impacts the reader's understanding of events, topics, concepts, and ideas in argument or informative texts.                           | <b>SE/TE:</b> Speaking and Listening: Analyze a Nonprint Political Advertisement, 952–953, Analyze and Evaluate Entertainment Media, 1264–1265, Compare Print News Coverage, 1456–1457; also see: Reading for Information: evaluate text features, 128–133, writer's perspective, analyze, 178–187, writer's purpose, identify, 242–255, evaluate information from charts and graphs, 392–397, questions, generate, 492–505, organize and record information, 558–562, philosophical assumptions, analyze, 614–623, inferences, draw, 764–771, online source, evaluate validity and reliability, 938–943, evaluate the persuasive use of symbols, 1000–1007, fact and opinion, distinguish between, 1250–1255, background knowledge, use, 1398–1406, clarify using rereading and context clues, use, 1442–1447 |
| <b>Language, Craft, and Structure (LCS)</b>  |  |
| <b>Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.</b> |  |
| 8.1 Determine the figurative, connotative, and technical meanings of words and phrases; analyze how an author uses and refines words and phrases over the course of a text.                                | <b>SE/TE:</b> Building Academic Vocabulary, xviii–iv; Recognize Signal words, 46, 49, 54, 55; Loaded Words, 97, 1260; Analyze Word Choice, 110, 114, 120; Figurative Language, 364, 369; Figurative Expressions, 376, 382, 385, 390; Humor, 569, 582; Comparing American Humor Past and Present, 587–593; Humorous Essay, 858, 860, 865; Dialogue and Dialect, 928, 937; Idioms, 1376, 1381; Analyzing Functional and Expository Texts, 1442–1447  |
| 8.2 Analyze and evaluate the effectiveness of the text features and structure an author uses to shape meaning and tone.  | <b>SE/TE:</b> Reading for Information: evaluate text features, 128–133; Elements of Speeches, 96; Defining Narrative Nonfiction, 516; Defining Essays, 1374; Analyze Organizational Patterns, analyze, 1094, 1098, 1101; Organizational Structure: Argument/Support, 1102, 1113  |

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| <b>Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.</b>   | <b>SE/TE:</b> Building Academic Vocabulary, xviii–lv; Language Study: Dictionary, Thesaurus, 198, Political Science/History Terms, 450, Multiple-meaning words, 663, 1069, 1345, Mythology and Religious Traditions, Words from, 678; Building Academic and Content-Area Vocabulary, 128, 133, 179, 186, 243, 254, 392, 397, 493, 504, 558, 615, 623, 765, 770, 939, 943, 1001, 1007, 1250, 1255, 1399, 1406, 1442, 1447   |
| <b>Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.</b>   |  |
| 10.1 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. | <b>SE/TE:</b> Analyze Philosophical Assumptions, 40, 43, 45; Author’s Purpose, 56, 62, 64, 66; Sermon, 84, 92; Critique the Appeal to Audience, 98, 105, 108; Primary Sources: Analyzing a Writer’s Perspective, 178, 179, 186; Identify the Writer’s Purpose, 242–254; Diaries and Journals, 492–504; Setting a Purpose, 518, 523, 524, 528; Background Knowledge, 536, 543; Author’s Purpose for Writing, 552, 557, 928933, 934, 937; Parody, 1382, 1386, 1390; Memoirs, 1424, 1439; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxx–lxxvii |
| <b>Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.</b>   |  |
| 11.1 Evaluate the effectiveness of the author’s use of text features and structures to support a claim.  | <b>SE/TE:</b> The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxx–lxxvii; Speech Is Power, 96–97; Persuasive Speeches and Rhetorical Devices, 98, 102, 108; Organizational Structure: Argument / Support, 1102, 1113; Reading for Information: writer’s perspective, analyze, 178–187, philosophical assumptions, analyze, 614–623, evaluate the persuasive use of symbols, 1000–1007, fact and opinion, distinguish between, 1250–1255   |

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| 11.2 Analyze and critique the reasoning in historical, scientific, technical, cultural, and influential argument writing.  | <b>SE/TE:</b> Analyzing Arguments, lxiv–lxv; Analyzing Legal Meanings and Reasoning, lxviii–lxix; Writing to Sources: Argument (Evaluation of Jonathan Edwards persuasive techniques), 93, Argumentative Text (Persuasive editorial modeled on works by Jefferson and Paine), 121, Informative Text (Analytical essay on effects of Benjamin Franklin’s plan for self-improvement), 154, Argument (Persuasive article on relevance of Thoreau’s ideas in today’s world), 391, Explanatory Text (Analyzing how poems reflect struggles of African Americans during the mid-twentieth century), 1069 |
| <b>Range and Complexity (RC)</b>   |  |
| <b>Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.</b> |  |
| 12.1 Engage in whole and small group reading with purpose and understanding through teacher modeling and gradual release of responsibility.  | <b>SE/TE:</b> Text Set Workshop (Research & Listening and Speaking Projects), 200b, 452b, 680b, 956b, 1268b, 1460b<br><b>TE only:</b> Multidraft Reading notes encourage independent reading and guided reading experiences. For examples see: 19, 41, 324, and 1057   |
| 12.2 Read independently for a sustained period of time.  | <b>SE/TE:</b> Independent Reading, 206, 458, 686, 961, 1273, 1466  |

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| 12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.  | <b>SE/TE:</b> Comprehending Complex Texts, lviii–lix; Constructed Response: Writing about literature and informational texts, 204-205, 456-457, 684-685, 960-961, 1272-1273, 1464-1465; Writing to Sources: Argument (Evaluation of Jonathan Edwards persuasive techniques), 93, Argumentative Text (Persuasive editorial modeled on works by Jefferson and Paine), 121, Informative Text (Analytical essay on effects of Benjamin Franklin’s plan for self-improvement), 154, Argument (Persuasive article on relevance of Thoreau’s ideas in today’s world), 391, Explanatory Text (Analyzing how poems reflect struggles of African Americans during the mid-twentieth century), 1069; Text Set Workshop (writing), 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b |
| <b>Writing (W)</b>   |  |
| <b>Meaning, Context, and Craft (MCC)</b>   |  |
| <b>Standard 1: Write arguments to support claims with clear reasons and relevant evidence.</b>   |  |
| 1.1 Write arguments that:  |  |
| a. introduce a clearly articulated and well-informed claim, establish the significance of the claim and differentiate between the claim and counterclaims; | <b>SE/TE:</b> Workshop: Composing an Argument (introducing the claim), lxx–lxxi; Writing to Sources, 357, 1215, 1391; Timed Writing: essay, 397, 562; Writing Workshop: outline, 944, model of introducing a claim, 950, state position, 1256, introduction and organization, 1258   |
| b. use relevant information from multiple print and multimedia sources;  | <b>SE/TE:</b> Writing Workshop: write a multimedia presentation (sources and gathering materials), 944–945, evidence, 1257; Writing: opinion, form/summarize/support, 357, 373, 663, 1322, acts, relevant, 557, opinion, state/support, 715, 887, evidence, 1183, 1257, counterargument, 1215  |
| c. assess the credibility and accuracy of each source;   | <b>SE/TE:</b> Writing Workshop: authoritative evidence, 945, evidence, fact and opinion, 1257, evidence from reliable sources, 1258; Writers on Writing: On Using Historical Facts, 1259   |

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| d. create an organizational structure that logically sequences claim(s), counterclaims, reasons, warrants, and evidence;   | <b>SE/TE:</b> Writing Workshop: cohesion and clarifying relationships, 948, relationships between elements, 950, organization method, 1258, transitional words/phrases, 1260; Writing: position, support/outline, 391, 1215   |
| e. develop claim and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; | <b>SE/TE:</b> Workshop: Composing an Argument (developing the claim), lxx–lxxi; Writing Workshop: write a multimedia presentation (sources and gathering materials), 944–945, providing elaboration, 946, 1258, evidence, 1257, faulty logic and weak reasoning, 1260; Writing: opinion, form/summarize/support, 357, 373, 663, 1322, arguments, 391, 612, 666, 1215, 1391, position statement, 515, 639, 1061, 1332, facts, relevant, 557, opinion, state/support, 715, 887, evidence, 1183, 1257, counterargument, 1215 |
| f. use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims;                   | <b>SE/TE:</b> Writing Workshop: cohesion and clarifying relationships, 948, relationships between elements, 950, organization method, 1258, transitional words/phrases, 1260; Writing: position, support/outline, 391, 1215   |
| g. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline;  | <b>SE/TE:</b> Writing Workshop: developing your style, 949, appeals, effective, 1258, professional models (Miller), 1259, peer review, use, 1260; Writing: argument, 1114   |
| h. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation;  | <b>SE/TE:</b> Writing Workshop: keep notes of sources for crediting them properly, 945; also see: Citations, lxxvi, lxxvii, 670, 671; Citing Sources and Preparing Manuscript, R21–R23  |
| i. avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;   | <b>SE/TE:</b> Writing Workshop: strike a balance, 946, fact and opinion, 1257, use effective arguing techniques, 1258, eliminate faulty logic and weak reasoning, 1260; also see: Analyzing Arguments, lxiv–lxv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxv–lxvii   |

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| j. provide a concluding statement or section that follows from and supports the argument presented; and   | <b>SE/TE:</b> Composing an Argument (concluding section), lxx–lxxi; Writing: summary in conclusion, 357, conclude by restating, 1214; Writing Workshop: introduction / body / conclusion, 1258  |
| k. include a call to action.  | <b>SE/TE:</b> Writing Workshop: develop your claim, 945, introduction and effective arguing techniques, 1258; Timed Writing: Argument (Essay about civic involvement), 133, Argument (Support an opinion about the management of natural resources), 397, Position Statement (Essay about humanity’s future), 959, Argument (Write about who should preserve heritage sites), 1447  |
| <b>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b> |   |
| <b>2.1 Write informative/explanatory texts that:</b>  |   |
| a. introduce a topic;   | <b>SE/TE:</b> Writing Workshop: choosing your topic, 441, start with a strong lead, 442, choose/narrow, 665, thesis, 666, organization method, 667, outline and opening image, 946, effective organization, 1258; Writing, 109, 154, 286, 320, 421, 515, 529, 543, 557, 584, 612, 777, 794, 831, 1025, 1039, 1078, 1101, 1159, 1236, 1345   |
| b. use relevant information from multiple print and multimedia sources  | <b>SE/TE:</b> Writing Workshop: focus on research, 440, gathering details, 441, providing elaboration, 442, evidence, factual, 665, elaboration, outline, 666, organization method, 667, gathering details, 1257; Writing, 55, 67, 79, 83, 189, 241, 286, 373, 421, 441, 442, 491, 529, 557, 584, 593, 612, 663, 665, 727, 754, 763, 777, 783, 807, 865, 871, 910, 927, 999, 1025, 1039, 1069, 1159, 1236, 1309, 1322, 1332, 1361, 1449 |

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| c. organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;  | <b>SE/TE:</b> Writing Workshop: use the see technique, 442, revising overall structure, 444, outline, 666, organization method, 667; Writing: transitions/connections, 154, 286, 320, 529, 543, 763, 887, 948, 1025, 1078, 1114, 1236, 1260, 1345, 1391  |
| d. assess the credibility and accuracy of each source;   | <b>SE/TE:</b> Writing Workshop: focus on research, 440, gathering details, 441, providing elaboration, 442, evidence, factual, 665, elaboration, outline, 666, organization method, 667, gathering details, 1257; Evaluate validity of sources, lxxiv, 505; also see: Reading for Information: evaluate information from charts and graphs, 392–397, online source, evaluate validity and reliability, 938–943, fact and opinion, distinguish between, 1250–1255 |
| e. include formatting, graphics, and multimedia to aid as needed;  | <b>SE/TE:</b> Writing Workshop: Multimedia Presentation, 944–951; Publishing and Presenting, 195, 447, 675, 1263, 1455; Research Task: Construct an illustrated timeline, 187; Create a Computer Slide Show, 1008; Writing Lesson: Electronic Slide Presentation, 535; Formal Oral Presentation, 565; Multi-Genre Response to Literature, 910; Multi-Genre Response to Poetry, 1078; Ad Campaign, 1363   |
| f. develop the topic thoroughly by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; | <b>SE/TE:</b> Writing Workshop: focus on research, 440, gathering details, 441, providing elaboration, 442, evidence, factual, 665, elaboration, outline, 666, organization method, 667, gathering details, 1257; Writing, 55, 67, 79, 83, 189, 241, 286, 373, 421, 441, 442, 491, 529, 557, 584, 593, 612, 663, 665, 727, 754, 763, 777, 783, 807, 865, 871, 910, 927, 999, 1025, 1039, 1069, 1159, 1236, 1309, 1322, 1332, 1361, 1449                          |



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| g. quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.   | <b>SE/TE:</b> Conducting Research, lxxvii; Writing Workshop: citations, 668, plagiarism, avoid, 670, works-cited list (mla style), 671; Research Task: research, 187, 255, 505, 624, 771, 1008, 1407; Reading for Information: analyzing functional and expository texts, 558–562, 938–943; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292 |
| h. use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts; | <b>SE/TE:</b> Writing Workshop: use the see technique, 442, revising overall structure, 444, outline, 666, organization method, 667; Writing: transitions/connections, 154, 286, 320, 529, 543, 763, 887, 948, 1025, 1078, 1114, 1236, 1260, 1345, 1391   |
| i. use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic;                              | <b>SE/TE:</b> Writing Workshop: revising sentence openers, 444, developing your style, 445, word choice, 668; Writing: word choice, 55, 67, 83, 193, 439, 668, 715, 727, 910, 1114, 1183, 1215, 1422, 1452; Language, 121, 663, 1452  |
| j. establish and maintain a consistent style and objective tone while attending to the norms and conventions of the discipline; and   | <b>SE/TE:</b> Writing Workshop: balanced approach, 444, developing your style, 445, word choice, 668; Writing, 55, 67, 557, 727, 910, 1159, 1397, 1422  |
| k. provide a concluding statement or section that follows from and supports the information or explanation presented.   | <b>SE/TE:</b> Writing Workshop: outline, 666, organization method, 667, conclusion, 1258; Writing: introduction/body/conclusion, 154, 373, 529, 557, 584, 754, 777, 865, 910, 999, 1025, 1101, 1236, 1422   |

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| <b>Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well- structured event sequences.</b>                           |  |
| 3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:   |  |
| a. develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;  | <b>SE/TE:</b> Writing Workshop: autobiographical narrative, 188–195, short story, 1448–1455; Writing: play, 30, short story, update, 241, reflective essay, 633, outline for short story, 649, monologue, 845, sequel, 857, reflective essay, 937, radio play, 1092, short story (retell) from different point of view, 1309, autobiographical essay, 1361, memoir, 1440   |
| b. engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; | <b>SE/TE:</b> Writing Workshop: insight, 188, narrowing your topic, find the turning point, 189, begin with a strong lead, 190, use subordination to give characters depth, 192, main character and plot, 1448, focus on a conflict, 1449, establish point of view, 1450, show instead of tell, 1452; Writing: short story, update, 241, outline for short story, 649, sequel, 857, reflective essay, 937, short story (retell) from different point of view, 1309, memoir, 1440 |
| c. create a smooth progression of experiences or events;   | <b>SE/TE:</b> Writing Workshop: order your events, 190, create a story chart, 1449, establish tense, 1450, revising overall structure, 1452; Writing: organize details chronologically, 633, use of flashbacks, 1309   |
| d. use the narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters;  | <b>SE/TE:</b> Writing Workshop: make memory notes, find the turning point, 189, order your events, 190, connect the past to the present, 192, create a story chart, 1449, establish tense, 1450, revising overall structure, 1452; Writing: organize details chronologically, 633, use of flashbacks, 1309   |

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| e. use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; | <b>SE/TE:</b> Writing Workshop: order your events, 190, create a story chart, 1449, establish tense, 1450, revising overall structure, 1452; Writing: organize details chronologically, 633, use of flashbacks, 1309  |
| f. use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and  | <b>SE/TE:</b> Writing Workshop: improving word choice, 193, descriptions, 1450, show instead of tell, revise word choice, & revise to add sensory language, 1452; Writing: short story, update, 241, poem, 439, outline for short story, 649, monologue, 845, sequel, 857, radio play, 1092, short story (retell) from different point of view, 1309, memoir, 1440                                      |
| g. provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.                         | <b>SE/TE:</b> Writing Workshop: resolution, 190, revising your overall structure & connect the past to the present, 192, create a story chart, 1449, revising overall structure, 1452; Writing Lessons: short story, update, 241, outline for short story, 649, sequel, 857, reflective essay, 937, short story (retell) from different point of view, 1309, autobiographical essay, 1361, memoir, 1440 |
| <b>Language (L)</b>  |   |
| <b>Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>                                      |   |
| 4.1 When writing:  |   |
| a. use verb, noun, prepositional, and verbal phrases to communicate different meanings;  | <b>SE/TE:</b> Conventions and Style: participles, gerunds, and infinitives (verbals), 358, 613; Grammar, Usage, and Mechanics Handbook: Phrases and Clauses, R47–R48  |
| b. use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety;                                      | <b>SE/TE:</b> Conventions and Style: adjective, adverb clause, 287, participles, gerunds, and infinitives (verbals), 358, 613; Grammar, Usage, and Mechanics Handbook: Phrases and Clauses, R47–R48   |

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|---|---|
| c. demonstrate command of grammar and usage rules;  | <b>SE/TE:</b> Editing/Proofreading, 195, 447, 675, 951, 1263, 1455; also see: Conventions and Style, 31, 94, 155, 287, 321, 358, 585, 613, 755, 911, 1093, 1115, 1237, 1323; Speaking and Listening, 952–953, 1264–1265; Grammar, Usage, and Mechanics Handbook, R56–R63  |
| d. apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested; and                | <b>SE/TE:</b> Developing American English: Our Native American Heritage, 9; Truth About O.K., 221; Mark Twain and the American Language, 471; Sliding With Slang, 701, Brave New Words, 1287; Language Study: Etymology: Political Science/History Terms, 450; Words from Mythology and Religious Traditions, 678; Idioms, Idiomatic Expressions, 1266, Cognates, 1458; Diction, 425, 429, 430, 438, 448, 536, 539, 543, 1070, 1077, 1376, 1381; Dialect, 569, 582, 858, 928, 937, 1310, 1316, 1319, 1321 |
| e. resolve issues of complex or contested usage, consulting references as needed.   | Language Study: Dictionary, Thesaurus, 198; Etymology: Political Science/History Terms, 450; Using a Dictionary and Thesaurus, R14; Commonly Confused Words, R60–R61; Writing Workshops: Editing/Proofreading, 195, 447, 675, 951, 1263, 1455; Life of the English Language: also see: Conventions and Style, 31, 94, 155, 287, 321, 358, 585, 613, 755, 911, 1093, 1115, 1237, 1323  |
| <b>Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> |   |
| 5.2 Use:  |   |
| a. semicolon, colon, and comma conventions; and   | <b>SE/TE:</b> Conventions and Style: commas, 31, 1263; Grammar, Usage, and Mechanics Handbook: Colons, Semicolons, R52  |
| b. hyphenation conventions.   | <b>SE/TE:</b> For related material see: Grammar, Usage, and Mechanics Handbook: Editing for English Language Conventions, R51–R52   |

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| <b>Range and Complexity (RC)</b>   |   |
| <b>Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.</b>                        |   |
| 6.1 Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences. | <b>SE/TE:</b> Workshop: Writing an Objective Summary, lvi–lvii; Composing an Argument, lxx–lxxi; Timed Writing, 133, 165, 333, 397, 919, 943, 1249, 1447; Writing Workshop, 188–195, 440–447, 664–675, 944–951, 1256–1263, 1448–1455; also see: Writing Lesson, 30, 67, 93, 109, 121, 154, 177, 241, 286, 320, 357, 373, 391, 421, 439, 491, 515, 529, 543, 584, 612, 649, 663, 715, 727, 754, 763, 777, 794, 831, 845, 887, 910, 999, 1025, 1039, 1069, 1078, 1092, 1159, 1183, 1215, 1236, 1309, 1322, 1345, 1361, 1391, 1422, 1440; Performance Tasks: Writing, 204, 456, 684, 960, 1272, 1464 |
| 6.5 Demonstrate effective keyboarding skills.  | <b>SE/TE:</b> Publishing and Presenting, 195, 447, 675, 951, 1263, 1455; also see: Create a Computer Slide Show, 1008; Writing Lesson: Electronic Slide Presentation, 535; Multi-Genre Response to Literature, 910; Multi-Genre Response to Poetry, 1078; Ad Campaign, 1363   |

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| <b>Communication (C)</b>  |   |
| <b>Meaning and Context (MC)</b>   |   |
| <b>Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.</b> |   |
| 1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; develop logical interpretations of new findings; and restate new interpretations.                              | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476, 1292; Media review, 135; Slide Presentation, 224; Formal Oral Presentation, 565; Presentation of Ideas, 703; Multimedia Presentation, 704; Interview, 980, Travel Directions, 1292, Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b |
| 1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.  | <b>SE/TE:</b> Speaking and Listening (Collaboration): Full-Class Discussion, 15; Discussion with Partner, 979; Interview, 980; Small-Group Discussion, 223, 475, 1291; Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion Group, 961; Tips for Discussing Literature, R53; Speaking and Listening: Comprehension and Collaboration, 197, 449, 677, 953, 1265, 1457; Text Set Workshop, 452b, 680b, 956b, 1268b, 1460b  |
| 1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.   | <b>SE/TE:</b> Speaking and Listening (Collaboration): Full-Class Discussion, 15; Small-Group Discussion, 475, 1291; Group Discussion, 897; Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685  |

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| 1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings. | <b>SE/TE:</b> Speaking and Listening (Collaboration): Full-Class Discussion, 15; Small-Group Discussion, 223, 1291; Oral Presentation, 565; Group Discussion, 897; Written Statement, 979; Interview, 980; Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion, 961; Speaking and Listening: Comprehension and Collaboration, 1457  |
| 1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.   | <b>SE/TE:</b> Collaboration: Respond thoughtfully to different opinions and perspectives, 15, Make sure all opinions are heard, 1291; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Speaking and Listening (Collaboration): Full-class discussion, 15; Group Discussion, 897, 1185; Discussion with Partner, 979; Interview, 980; Small-Group Discussion, 223, 475, 1291; Performance Tasks (Assessment Workshop): Panel Discussion 205, 685; Discussion Group, 961; Oral Presentation, 565; Tips for Discussing Literature, R53 |
| 1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives using facts and details.  | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Writing Workshop: Multimedia Presentation of an Argument, 944–951; Media review, 135; Presentation of Ideas, 703; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b  |

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| <b>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</b>  |   |
| 2.1 Present information and findings from multiple authoritative sources; assess the strengths and limitations of each source, citing supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning, and the organization, development, substance, and style are appropriate to purpose, audience, and task. | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476, 1292; Media review, 135; Slide Presentation, 224; Formal Oral Presentation, 565; Presentation of Ideas, 703; Multimedia Presentation, 704; Interview, 980, Travel Directions, 1292, Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b |
| 2.2 Distinguish between credible and non-credible sources of information.   | <b>SE/TE:</b> Write and Deliver a Persuasive Speech: appeals and rhetorical devices (facts and sound reasoning), 448; Writing Workshop: authoritative evidence, 945; Media review, 135; Presentation of Ideas, 703; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b  |
| 2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  | <b>SE/TE:</b> Writing Workshop: keep notes of sources for crediting them properly, 945; also see: Citations, lxxvi, lxxvii, 670, 671; Citing Sources and Preparing Manuscript, R21–R23  |



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| 2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate.  | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476; Media review, 135; Slide presentation, 224; Formal oral presentation, 565; Presentation of Ideas, 703; Multimedia presentation, 704; Interview, 980; Travel directions, 1292; Presentation and discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Read Aloud, 67; Deliver an Oral Presentation, 195  |
| <b>Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.</b>             |   |
| 3.1 Analyze how context influences choice of communication, and employ the appropriate mode for presenting ideas in a given situation.  | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476, 1292; Media review, 135; Slide Presentation, 224; Formal Oral Presentation, 565; Presentation of Ideas, 703; Multimedia Presentation, 704; Interview, 980, Travel Directions, 1292, Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b |
| 3.2 Construct engaging visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. | <b>SE/TE:</b> Speaking and Listening: Media review, 135; Slide Presentation, 224; Multimedia Presentation, 704; Multimedia Presentation, 944–951; Writing Lesson: Electronic Slide Presentation, 535; Multi-Genre Response to Literature, 910; Multi-Genre Response to Poetry, 1078; Ad Campaign, 1363  |

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| <b>Language, Craft, and Structure (LCS)</b>  |   |
| <b>Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.</b>                 |   |
| 4.1 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.            | <b>SE/TE:</b> Evaluate a Persuasive Speech: Types of Content and Positions, 196, Negative Persuasive Techniques, 197; Peer Evaluation for Persuasive Speech, 449; Analyze and Evaluate Entertainment Media, 1264–1265   |
| 4.2 Analyze the speaker’s delivery of messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. | <b>SE/TE:</b> Evaluate a Persuasive Speech: Types of Content and Positions, 196, Evaluation Form, 197; Peer Evaluation for Persuasive Speech, 449   |
| 4.3 Evaluate the effectiveness of the speaker’s use of repetition, rhetorical questions, and delivery style to convey the message and impact the audience.   | <b>SE/TE:</b> Evaluate a Persuasive Speech: Types of Appeals and Evidence, 196, Negative Persuasive Techniques, 197; Peer Evaluation for Persuasive Speech, 449; also see: Analyzing Arguments, lxiv–lxv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxv–lxvii  |
| <b>Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.</b>   |   |
| 5.1 Give extemporaneous and planned presentations that are engaging and well-crafted.  | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Oral Interpretation of a Literary Work, 676–677; Writing Workshop: Multimedia Presentation, 944–951; Speaking and Listening: Oral Presentation, 16, 476, 1292; Media review, 135; Slide Presentation, 224; Formal Oral Presentation, 565; Presentation of Ideas, 703; Multimedia Presentation, 704; Interview, 980, Travel Directions, 1292, Presentation and Discussion, 1292; Performance Tasks (Assessment Workshop): Speaking, 205, 457, 685, 961, 1273, 1465; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b |

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| 5.2 Deliver messages that present an apparent and logical perspective on the subject and support the central idea with well-chosen and well-organized facts and details. | <b>SE/TE:</b> Speaking and Listening: Write and Deliver a Persuasive Speech, 448–449; Writing Workshop: Multimedia Presentation of an Argument, 944–951; Media review, 135; Presentation of Ideas, 703; Present Your Ideas, 771; Deliver a Speech, 1263; Text Set Workshop, 680b, 956b, 1268b, 1460b  |
| 5.3 Develop messages that use logical, emotional, and ethical appeals.   | <b>SE/TE:</b> Delivering a Persuasive Speech: Appeals and Rhetorical Devices, 448–449; Peer Evaluation for Persuasive Speech, 449; also see: Analyzing Arguments, lxiv–lxv; The Art of Argument: Rhetorical Devices and Persuasive Techniques, lxv–lxvii; Delivering a Persuasive Speech: Types of Appeals and Evidence, 196, Negative Persuasive Techniques, 197   |
| <b>Disciplinary Literacy (DL)</b>  |   |
| <b>The <i>South Carolina College- and Career-Ready Standards for English Language Arts 2015</i> include the Disciplinary Literacy practices listed below:</b>            |   |
| • <b>Read, write, and communicate using knowledge of a particular discipline.</b>  | <b>SE/TE:</b> Multiple Perspectives on the Era: Integrate and Evaluate Information, 16, 224, 476, 704, 980, 1292; Reading in the Content Areas: culture, 290, Humanities, 346, History, 485, 602, 836, 1145, Music, 656, Social Studies, 1132, Media, 1226, Geography, 1301<br><b>TE Only:</b> Research the state of scientific understanding in Lewis’s time, 246; Investigating Health and Medicine, 308; Investigating Science, 348; Research Dangers of Cold Weather, 598; Investigating Health and Medicine, 822; Investigating Psychology, 1170; Investigating Health and Medicine, 1210; Investigating Psychology, 1328; Investigating Science, 1370 |

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| <ul style="list-style-type: none"> <li>• <b>Integrate the Reading, Writing, and Communication Standards and the Inquiry-Based Literacy Standards to communicate and create understanding within content areas.</b></li> </ul>         | <p><b>SE/TE:</b> Text Set Workshop, 200a–200b, 452a–452b, 680a–680b, 956a–956b, 1268a–1268b, 1460a–1460b; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292; Reading for Information, 128–133, 178–187, 242–255, 392–397, 492–505, 558–563, 614–623, 764–771, 938–943, 1000–1007, 1250–1255, 1398–1407, 1442–1447</p>  |
| <ul style="list-style-type: none"> <li>• <b>Extend and deepen understanding of content through purposeful, authentic, real-world tasks to show understanding and integration of content within and across disciplines.</b></li> </ul> | <p><b>SE/TE:</b> Conducting Research, lxxvii; Writing Workshop: details, gather, 665, sources, 666, citations, 668, professional models: using research (painter), 669, plagiarism, avoid, 670, works-cited list (mla style), 671, multimedia presentation, 944–951, focus on research, 1256, gathering details, 1257; Research Task: research, 187, 255, 505, 624, 771, 1008, 1407; Reading for Information: analyzing functional and expository texts, 558–562, 938–943; Speaking and Listening (Solve a Research Problem), 16, 224, 476, 704, 980, 1292</p> |