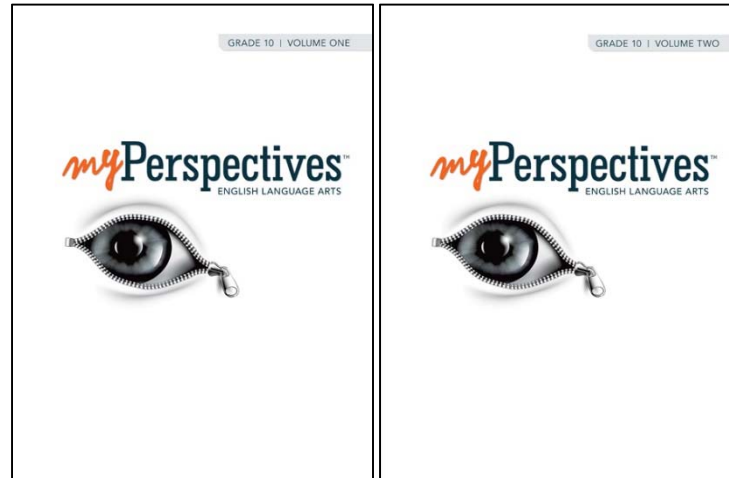


A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 10 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
 Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 10 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives English Language Arts, Grade 10
Publisher: Pearson Education, Inc.
Contact: Doug Pond
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Date: May 14, 2018

Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

SOL 10.3

STANDARD 10.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	ATE: 71, 206, 218, 583, 604, 702, 714, 724
a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	ATE: 280, 315, 430, 600, 640, 699, 746, 782

STANDARD 10.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
b) Use context, structure, and connotations to determine meanings of words and phrases.	ATE: 68, 182, 200, 228, 336, 438, 624, 746
c) Discriminate between connotative and denotative meanings and interpret the connotation.	ATE: 34, 182, 228, 341, 438, 457, 600, 724
d) Explain the meaning of common idioms.	ATE: 139, 144, 160, 203, 274, 445, 472, 697
e) Explain the meaning of literary and classical allusions and figurative language in text.	ATE: 71, 284, 333, 451, 537, 743, 745, 755
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 131, 129, 261, 318, 321, 497, 600, 699

SOL 10.4

STANDARD 10.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	ATE: 31, 33, 219, 221, 336, 395, 396, 442
a) Make inferences and draw conclusions using references from the text(s) for support.	ATE: 24, 32, 56, 70, 73, 531, 551, 569
b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	ATE: 33, 45, 79, 181, 458, 532, 723, 783
c) Interpret the cultural or social function of world and ethnic literature.	ATE: 36, 37, 43, 167, 341, 502–503, 666, 670–671
d) Analyze universal themes prevalent in the literature of different cultures.	ATE: 111, 209, 214, 328, 397, 401, 712, 755
e) Examine a literary selection from several critical perspectives.	ATE: 33, 45, 79, 181, 211, 333, 613, 783
f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.	ATE: 80, 111, 181, 209, 399, 553, 695, 717

STANDARD 10.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
g) Interpret how themes are connected within and across texts.	ATE: 111, 209, 214, 397, 631, 686, 712, 755
h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).	ATE: 325, 502–503, 504–505, 506–507, 508–509, 666, 668–669, 670–671
i) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.	ATE: 182, 204, 333, 334, 428, 552, 743, 756
j) Compare/contrast details in literary and informational nonfiction texts.	ATE: 48–49, 292–293, 322–323, 468–469, 480–481, 484–485, 612–613, 622–623
k) Compare and contrast how literary devices convey a message and elicit a reader’s emotions.	ATE: 33, 111, 383, 428, 608, 739, 743, 756
l) Compare and contrast character development in a play to characterization in other literary forms.	ATE: 80, 389, 399, 400, 469, 613, 695, 785
m) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 43, 45, 179, 180, 339, 340, 341, 442

SOL 10.5

STANDARD 10.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.	ATE: 277, 287, 314, 477, 641, 742, 798, 799
a) Analyze text features and organizational patterns to evaluate the meaning of texts.	ATE: 229, 279, 289, 345, 346, 403, 477, 799
b) Recognize an author’s intended audience and purpose for writing.	ATE: 228, 229, 269, 270, 276, 279, 289, 316
c) Skim materials to develop an overview and locate information.	ATE: 90, 92, 118, 308, 322, 481, 745, R24–R26
d) Compare and contrast informational texts for intent and content.	ATE: 245, 246–247, 268–279, 282–291, 292–293, 318–321, 322–323, 648–649
e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	ATE: 51–56, 57, 294–297, 345, 346, 403, 405, 406
f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	ATE: 56, 188, 234, 288, 296, 346, 405, 739

STANDARD 10.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	ATE: 99, 179, 234, 245, 349, 550, 643, R24–R33
h) Analyze ideas within and between selections providing textual evidence.	ATE: 48–49, 191, 292–293, 322–323, 409, 468–469, 612–613, 615
i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	ATE: 132, 227, 264, 347, 475, 662, 741, 797
j) Use reading strategies throughout the reading process to monitor comprehension.	ATE: 95, 97, 227, 229, 287, 289, 475, 477

Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

Additional Criteria: Instructional Planning and Support	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	ATE: T6–T17, T38–T49, 2–3, 126–127, 134–135, 248–249, 258–259, 260
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T17, 10–11, 118A–118D, 126–127, 128, 248–248, 266–267, 352–353
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 12A–12D, 32, 35, 36, 58–63, 268, 292–293, 746A–746D
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 50B, 68C, 100C, 118C, 129, 232C, 268, 280
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: T6–T17, T38–T49, 2–3, 126–127, 134–135, 248–249, 258–259, 260