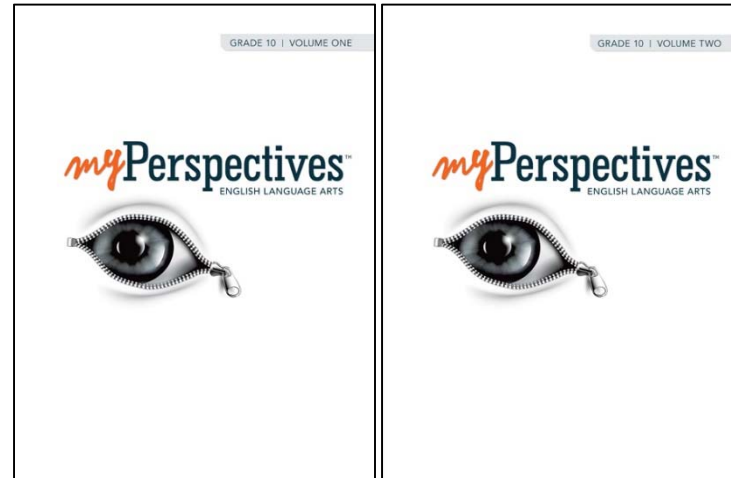


## A Correlation of



©2017

To the

## Virginia 2017 English Standards of Learning and Curriculum Framework Grade 10 Writing



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

**Publisher Information**

Directions: Please complete the requested information below.  
**Text Title:** myPerspectives English Language Arts, Grade 10  
**Publisher:** Pearson Education, Inc.  
**Contact:** Doug Pond  
**Email:** doug.pond@pearson.com  
**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 10.6***

|  |  |
|--|--|
| <b>STANDARD 10.6</b>   | <b>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> |
| 10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis. | <b>ATE:</b> 48–49, 58–63, 190–195, 254–255, 298–303, 408–413, 614–619, 652–653   |
| a) Engage in writing as a recursive process.   | <b>ATE:</b> 190–195, 292–293, 298–303, 322–323, 408–413, 468–469, 612–613, 614–619   |

|  |  |
|--|--|
| <b>STANDARD 10.6</b>   | <b>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> |
| b) Plan and organize writing to address a specific audience and purpose.   | <b>ATE:</b> 48, 59, 191, 293, 299, 409, 615, 729   |
| c) Adjust writing content, technique, and voice for a variety of audiences and purposes.                                       | <b>ATE:</b> 60, 61, 192, 194, 299, 302, 412, 615, 618  |
| d) Communicate clearly the purpose of the writing using a thesis statement.  | <b>ATE:</b> 293, 299, 300, 323, 409, 410, 480, 615   |
| e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. | <b>ATE:</b> 59–60, 191–192, 292–293, 299–300, 409–410, 615–616, 617  |
| f) Compose a thesis statement for persuasive writing that advocates a position.  | <b>ATE:</b> 184, 191, 211, 253, 254, 615, 651, 652   |
| g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.                 | <b>ATE:</b> 59–60, 191–192, 292–293, 299–300, 409–410, 615–616, 617  |
| h) Identify counterclaims and provide counter - arguments.   | <b>ATE:</b> 184, 185, 190, 191, 192, 253, 615, 616   |

|   |  |
|---|--|
| <b>STANDARD 10.6</b>  | <b>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> |
| i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. | <b>ATE:</b> 59–60, 191–192, 292–293, 299–300, 409–410, 615–616, 617  |
| j) Blend multiple forms of writing including embedding a narrative to produce effective essays.   | <b>ATE:</b> 60, 81, 184, 189, 211, 297, 298–303, 615   |
| k) Elaborate ideas clearly through word choice.   | <b>ATE:</b> 60, 61, 98, 302, 335, 409, 441, 730  |
| l) Use textual evidence to compare and contrast multiple texts.   | <b>ATE:</b> 48–49, 191, 292–293, 299, 322–323, 409, 468–469, 612–613   |
| m) Revise writing for clarity of content, accuracy, and depth of information.   | <b>ATE:</b> 49, 62, 194, 302, 412, 613, 618, 732   |
| n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.  | <b>ATE:</b> 58–63, 190–195, 298–303, 292–293, 408–413, 468–469, 614–619, 728–733   |

**SOL 10.7**

|  |  |
|--|--|
| <b>STANDARD 10.7</b>   | <b>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> |
| 10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | <b>ATE:</b> 49, 63, 195, 293, 303, 323, 469, 613   |
| a) Use parallel structure across sentences and paragraphs.   | <b>ATE:</b> 230, 283, 291, 311, 329, 587, 725, 777   |
| b) Use complex sentence structure to infuse sentence variety in writing.   | <b>ATE:</b> 35, 193, 230, 301, 411, 478, 617, 731  |
| c) Distinguish between active and passive voice.   | <b>ATE:</b> 183, R60<br><b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Active and Passive Voice   |
| d) Use colons correctly.   | <b>ATE:</b> 509, 617, R64<br><b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Colon; Colons Grammar Grab; Colons, Semicolons, Ellipsis Points; Colons and Semicolons                          |
| e) Analyze the writing of others and suggest how writing might be improved.  | <b>ATE:</b> 63, 195, 303, 412, 413, 618, 619, 733  |

## ***SOL 10.8***

|  |  |
|--|--|
| <b>STANDARD 10.8</b>   | <b>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> |
| 10.8 The student will find, evaluate, and select credible resources to create a research product.  | <b>ATE:</b> 99, 109, 245, 301, 429, 643, 745, R24–R33  |
| a) Verify the accuracy, validity, and usefulness of information.   | <b>ATE:</b> 99, 121, 229, 253, 349, 412, 487, 651  |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.                                     | <b>ATE:</b> 99, 121, 229, 253, 349, 412, 487, 651  |
| c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.   | <b>ATE:</b> 191, 192, 229, 253, 299, 301, 615, 616   |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). | <b>ATE:</b> 299, 301, 302, 429, R27, R30, R32–R33<br><b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker   |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.  | <b>ATE:</b> 299, 301, 302, 429, R27, R30, R32–R33<br><b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker   |
| f) Demonstrate ethical use of the Internet.  | <b>ATE:</b> 114, 191, 299, 429, 564, 807, R25, R26   |

## 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.

| <b>Additional Criteria: Instructional Planning and Support</b>  | <b>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> |
|---|--|
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | <b>ATE:</b> 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.   | <b>ATE:</b> 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.                             | <b>ATE:</b> 12A–12D, 32, 35, 36, 58–63, 268, 292–293, 746A–746D  |
| 4. The writing style, syntax, and vocabulary are appropriate.   | <b>ATE:</b> 50B, 68C, 100C, 118C, 129, 232C, 268, 280  |
| 5. Sufficient instructional strategies are provided to promote depth of understanding.  | <b>ATE:</b> T6–T17, T38–T49, 2–3, 126–127, 134–135, 248–249, 258–259, 260  |