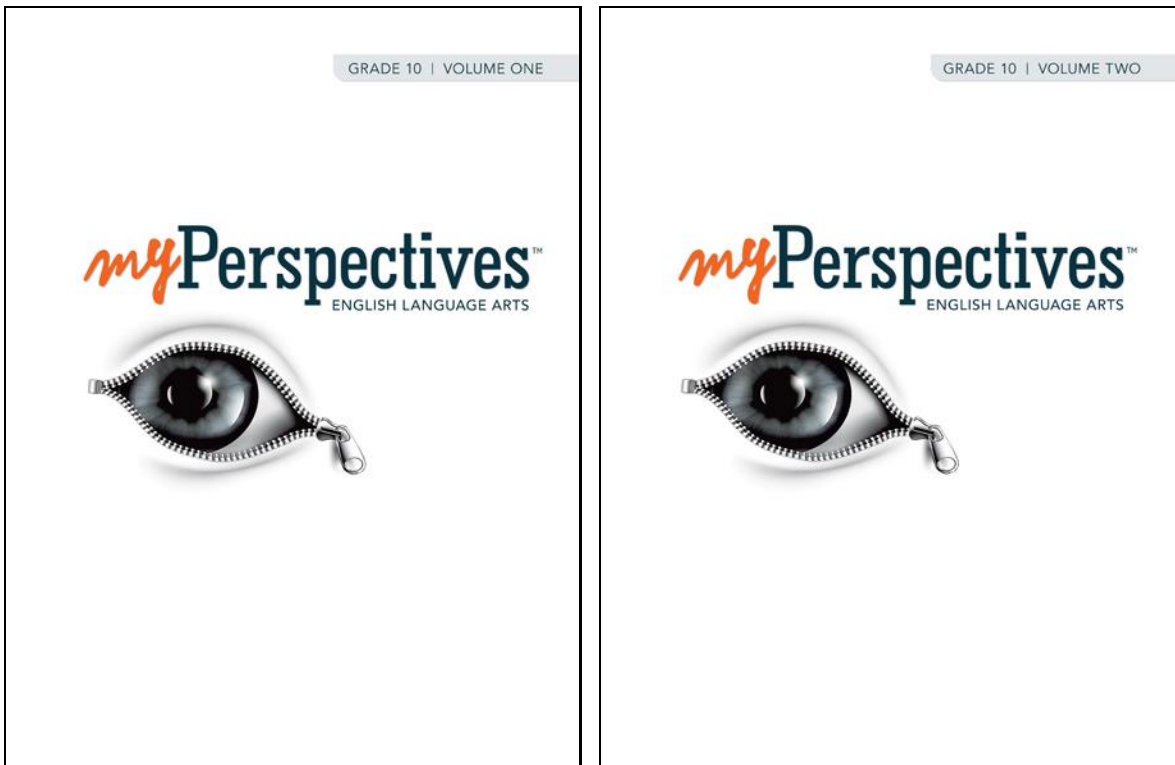


A Correlation of



Grade 10, ©2017

To the

**Colorado Academic Standards
Reading, Writing, and Communicating
Grade 10**

A Correlation of myPerspectives, Grade 10 to the Colorado Academic Standards, Reading, Writing, and Communicating

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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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**A Correlation of myPerspectives, Grade 10 to the
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Colorado Academic Standards 2020	myPerspectives Grade 10
9-10 - Ninth / Tenth Grade Band	
(RW.9-10.1) Oral Expression and Listening	
(RW.9-10.1.1) Respond to others' ideas, and evaluate perspective and rhetoric.	
(1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.	SE/TE: Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801
(RW.9-10.1.1.a) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
(RW.9-10.1.1.a.i) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801
(RW.9-10.1.1.a.ii) Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TE: Small Group Learning: list and apply your rules, 66, 198, 306, 416, 622, 736; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Oral Presentation, 757; Research: Group Presentation, 745
(RW.9-10.1.1.a.iii) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TE: Speaking and Listening: Debate, 185; Discuss, 189; Small Group Discussion, 343; Debate, 479, 603; Discuss, 727; Oral Presentation, 757; Present and Discuss, 426; Research: Group Presentation, 745; Whole-class Learning Strategies, 10, 134, 266, 370, 500, 664

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.1.1.a.iv) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE/TE: Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479, 603; Discuss, 189; Speaking and Listening: Debate, 479; Small Group Performance Task: Practice you're your Group, 645; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734
(RW.9-10.1.1.b) Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Media Presentation, 231; Multimedia Project, 407; Multimedia Presentation, 360; Research: Digital Presentation, 99; Group Presentation, 745; also see: Media, 82-89, 186-189, 402-407 <u>Additional Resources</u> Common Core Companion, 282–285
(RW.9-10.1.1.c) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801 <u>Additional Resources</u> Common Core Companion, 286–292
(RW.9-10.1.2) Organize and develop credible presentations tailored to purpose and audience.	
(2) Deliver effective oral presentations for varied audiences and varied purposes.	SE/TE: Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening: Informational Graphic, 57; Media Presentation, 231; Multimedia Presentation, 360; Oral Presentation, 490, 757; Storytelling, 812; Discuss It, 125, 257; Research: Presentation, 349 <u>Additional Resources</u> Common Core Companion, 274–281, 293–299

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Colorado Academic Standards 2020	myPerspectives Grade 10
<p>(RW.9-10.1.2.a) Present information, findings, and 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.</p>	<p>SE/TE: Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening: Informational Graphic, 57; Media Presentation, 231; Multimedia Presentation, 360; Oral Presentation, 490, 757; Storytelling, 812; Discuss It, 125, 257; Research: Presentation, 349</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 274–281, 293–299</p>
<p>(RW.9-10.1.2.b) Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Oral Presentation, 801; Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Research: Presentation, 349; Multimedia Presentation, 429</p> <p><u><i>Additional Resources</i></u> Common Core Companion, 300–301</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p>SE/TE: Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening, 57, 89, 113, 185, 189, 223, 231, 297, 343, 387, 401, 407, 479, 571, 603, 727, 757, 801; Performance-Based Assessment: Speaking and Listening, 124, 256, 360, 490, 654, 802; Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798</p> <p><u>Additional Resources</u> Common Core Companion, 302–308</p>
(RW.9-10.1.2.d) Use feedback to evaluate and revise the presentation.	<p>SE/TE: Performance-Based Assessment: Speaking and Listening, 124, 256, 360, 490, 654, 802; Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803</p> <p><u>Additional Resources</u> Common Core Companion, 302–308</p>

**A Correlation of myPerspectives, Grade 10 to the
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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2) Reading for All Purposes	
(RW.9-10.2.1) Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.	
(3) Read a wide range of literary texts to build knowledge and to better understand the human experience.	<p>SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119,251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p>TE only: Integrating Trade Books with myPerspectives, T38–T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p> <p><u>Additional Resources</u> Common Core Companion, 76–82</p>

**A Correlation of myPerspectives, Grade 10 to the
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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.1.a) Use Key Ideas and Details to:	
(RW.9-10.2.1.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Infer, 32, 531, 551, 569; Analyze the Media, 321</p> <p>TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147</p> <p><u>Additional Resources</u> Common Core Companion, 2-14</p>
(RW.9-10.2.1.a.ii) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>SE/TE: Analyze Craft and Structure: Development of theme, 111; Symbol and Theme, 209; Development of Theme, 397; Speaker and Theme, 631; Analogies and Theme, 755; Oral Interpretation: Connect to the Theme, 401; Close Read the Text: Summarize, 722</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p> <p><u>Additional Resources</u> Common Core Companion, 15-27</p>
(RW.9-10.2.1.a.iii) Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	<p>SE/TE: Author's Style: Character Development, 80, 399; Characterization, 553; Writing to Sources: Character analysis, 400, 785; Analyze Craft and Structure: Characters, 397; Writing to Compare: Compare Characters, 469; Character Profiles, 613</p> <p>TE only: Analyze Characterization, 70, 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character's Values, 344; Interpreting Dynamic Characters, 695</p> <p><u>Additional Resources</u> Common Core Companion, 28-34</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.1.b) Use Craft and Structure to:	
(RW.9-10.2.1.b.i) Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone).	<p>SE/TE: Close Read the Text, 44; Word Study: Connotation and Denotation, 182, 438; Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Imagery, 334; Word Choice, 553; Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782</p> <p>TE only: Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p> <p><u>Additional Resources</u> Common Core Companion, 35–47</p>
(RW.9-10.2.1.b.ii) Analyze how an author’s choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p>SE/TE: Analyze Craft and Structure: Modern Gothic, 79; Modernism, 181; Poetic Forms, 221, 439; Literary Devices, 383; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare’s Romances, 532; Dramatic Structure, 570, 584; Plot Structure, 599; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Plot, 783</p> <p><u>Additional Resources</u> Common Core Companion, 48–54</p>
(RW.9-10.2.1.b.iii) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p>SE/TE: Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; Dramatic Structure, 570; Shakespeare’s Romances, 532; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Analyze the Text, 332</p> <p>TE only: Understanding Point of View, 793</p> <p><u>Additional Resources</u> Common Core Companion, 55–61</p>

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(RW.9-10.2.1.c) Use Integration of Knowledge and Ideas to:	
(RW.9-10.2.1.c.i) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<p>SE/TE: Media: Franz Kafka and Metamorphosis, 186–188; Speaking and Listening: Listen to Performance, 727; also see: Prepare to Compare, 48, 468; Analyze Craft and Structure: Poetic Forms, 439; Narrative Structure, 458</p> <p><u>Additional Resources</u> Common Core Companion, 62–68</p>
(RW.9-10.2.1.c.ii) Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	<p>SE/TE: Author’s Style: Poetic Form, 222, 632; Prepare to Compare, 468, 612</p> <p><u>Additional Resources</u> Common Core Companion, 69–75</p>
(RW.9-10.2.1.c.iii) Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.	<p>SE/TE: Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; Dramatic Structure, 570; Shakespeare’s Romances, 532; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Analyze the Text, 332 TE only: Understanding Point of View, 793</p> <p><u>Literary fiction selections include the following:</u> Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; They are hostile nations; Under a Certain Little Star, 624; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p><u>Additional Resources</u> Common Core Companion, 55–61</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.1.d) Use Range of Reading and Complexity of Text to:	
(RW.9-10.2.1.d.i) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<p>SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119,251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p> <p><u>Additional Resources</u> Common Core Companion, 76–82</p>

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<p>(RW.9-10.2.1.d.ii) By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>	<p>SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119,251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p>TE only: Integrating Trade Books with myPerspectives, T38–T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p> <p><u>Additional Resources</u> Common Core Companion, 76–82</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.2) Understand the logical progression of ideas in increasingly complex texts.	
(4) Read a wide range of informational texts to build knowledge and to better understand the human experience.	<p>SE/TE: First-Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide: 118, 250, 354, 484, 648, 806, Close-Read Guide: 119, 251, 355, 485, 649, 807</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>How to Tell You're Reading a Graphic Novel-In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The "Four Freedoms Speech", 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</i></p> <p><u>Additional Resources</u> Common Core Companion, 171–177</p>
(RW.9-10.2.2.a) Use Key Ideas and Details to:	
(RW.9-10.2.2.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Infer, 188, 288; Analyze the Text, 57, 315, 476; Read It, 291</p> <p>TE only: Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269</p> <p><u>Additional Resources</u> Common Core Companion, 84–96</p>
(RW.9-10.2.2.a.ii) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze the Text, 242, 278, 288, 315, 476, 640; Summary, 8, 132, 264, 368, 498, 662</p> <p><u>Additional Resources</u> Common Core Companion, 97–109</p>

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(RW.9-10.2.2.a.iii) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<p>SE/TE: Analyze the Text, 96; Read It: Structure, 230; Analyze Craft and Structure: Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Literary Nonfiction, 427; Feature Story, 477; Literary Nonfiction, 799</p> <p><u>Additional Resources</u> Common Core Companion, 110–116</p>
(RW.9-10.2.2.b) Use Craft and Structure to:	
(RW.9-10.2.2.b.i) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (for example: how the language of a court opinion differs from that of a newspaper).	<p>SE/TE: Concept Vocabulary (informational), 50, 56, 90, 96, 100, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 418, 426, 430, 470, 476, 634, 640, 738, 742, 746, 786, 798; Author’s Style: Sentence Variety, 230; Word Choice, 428; Conventions: Rhetorical Devices, 291; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Scientific and Technical Diction, 98</p> <p><u>Additional Resources</u> Common Core Companion, 117–129</p>
(RW.9-10.2.2.b.ii) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter).	<p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478</p> <p><u>Additional Resources</u> Common Core Companion, 130–136</p>
(RW.9-10.2.2.b.iii) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641</p> <p>TE only: Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91</p> <p><u>Additional Resources</u> Common Core Companion, 137–149</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.2.c) Use Integration of Knowledge and Ideas to:	
(RW.9-10.2.2.c.i) Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<p>SE/TE: Analyze Craft and Structure: Seminal Documents, 289; Inaugural Address (Media/Video), 294–296; Comparing Text to Media: Interview, 318–321</p> <p><i>Additional Resources</i> Common Core Companion, 150–156</p>
(RW.9-10.2.2.c.ii) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>SE/TE: Analyze Craft and Structure: Author’s Claims, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Author’s Purpose, 316; Analyzing the Text, 242</p> <p><i>Additional Resources</i> Common Core Companion, 157–163</p>
(RW.9-10.2.2.c.iii) By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli’s The Prince, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they influence and address related themes and concepts over the course of time.	<p>SE/TE: Analyze Craft and Structure: Seminal Documents, 279, 289; The “Four Freedoms” Speech, 268–278; “Inaugural Address,” 282–288; Prepare to Compare, 292; Writing to Compare, 293; Making Meaning: “Inaugural Address,” 294–296; Writing to Sources: News Report, 297; Performance Task: Write an Informative Essay, 298–303</p> <p><i>Additional Resources</i> Common Core Companion, 164–171</p>

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(RW.9-10.2.2.d) Use Range of Reading and Complexity of Text to:	
<p>(RW.9-10.2.2.d.i) By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: First-Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide: 118, 250, 354, 484, 648, 806, Close-Read Guide: 119, 251, 355,485, 649, 807</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>How to Tell You’re Reading a Graphic Novel-In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The “Four Freedoms Speech”, 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</i></p> <p><u>Additional Resources</u> Common Core Companion, 171–177</p>
<p>(RW.9-10.2.2.d.ii) By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	<p>SE/TE: First-Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide: 118, 250, 354, 484, 648, 806, Close-Read Guide: 119, 251, 355,485, 649, 807</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>How to Tell You’re Reading a Graphic Novel-In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The “Four Freedoms Speech”, 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</i></p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.2.3) Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.	
(5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.	<p>SE/TE: Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 402, 406</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 101, 104, 105, 154, 203, 204, 205, 226, 235, 236, 309, 310, 329, 338, 419, 420, 433, 435, 444, 447, 462, 471, 473, 627, 628, 637, 682, 749, 752, 768, 776, 787, 790</p> <p><u>Additional Resources</u> Common Core Companion, 334–335</p>
(RW.9-10.2.3.a) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	
(RW.9-10.2.3.a.i) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: Context Clues, 68, 200, 224, 226, 324, 336, 424, 430, 433, 435, 442, 460, 470, 472, 473, 624, 627, 746, 749, 751, 786, 790, 796; Practice, 34, 56, 78, 96, 110, 208, 228, 340, 426, 630, 640; also see: Word Network,</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 105, 203, 217, 327, 329, 420, 444, 445, 447, 628</p> <p><u>Additional Resources</u> Common Core Companion, 322–323</p>
(RW.9-10.2.3.a.ii) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: analyze, analysis, analytical; advocate, advocacy).	<p>SE/TE: Patterns of Word Changes, 46; Word Study, 96, 110, 208, 220, 340, 384, 398, 426, 465, 640, 699, 742, 782, 798; Concept Vocabulary, 100, 268, 308, 418; Practice, 279; Media Vocabulary, 318</p> <p><u>Additional Resources</u> Common Core Companion, 324–325</p>

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(RW.9-10.2.3.a.iii) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<p>SE/TE: Word Study, 34, 228, 290, 310, 340, 398, 457, 531, 551, 569; Scientific and Technical Diction, 98; Concept Vocabulary, 200, 212, 220, 224, 336, 438, 699, 742, 754</p> <p>TE only: Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p> <p><u>Additional Resources</u> Common Core Companion, 326–327</p>
(RW.9-10.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Scientific and Technical Diction, 98; Concept Vocabulary, 212, 220, 224, 336, 742, 754; Word Study, 398, 531, 551, 569</p> <p><u>Additional Resources</u> Common Core Companion, 328–329</p>
(RW.9-10.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
(RW.9-10.2.3.b.i) Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text.	<p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Poetic Forms, 439; Poetic Structure, 552; Author’s Style: Word Choice, 342, 428, 553; Close Read, 556</p> <p>TE only: Figurative Language, 25, 218, 238, 284, 327, 343, 455, 533, 546, 675, 687, 703, 764; Analyzing Oxymoron, 519; Analyze Simile, 71; Analyze Personification, 103; Analyze Imagery, 108, 607, 739, 780; Small Group Close Reading, 215, 432; Write a Poem, 219; Specific Details, 334; Analyze Metonymy, 558; Personification, 628; Close Read, 677; Idioms, 144</p> <p><u>Additional Resources</u> Common Core Companion, 330–331</p>
(RW.9-10.2.3.b.ii) Analyze nuances in the meaning of words with similar denotations.	<p>SE/TE: Word Study: Connotation and Denotation, 34, 182, 228, 438, 724; Concept Vocabulary, 68, 430</p> <p>TE only: Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341</p> <p><u>Additional Resources</u> Common Core Companion, 332–333</p>

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(RW.9-10.2.3.c) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE/TE: Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 402, 406</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 101, 104, 105, 154, 203, 204, 205, 226, 235, 236, 309, 310, 329, 338, 419, 420, 433, 435, 444, 447, 462, 471, 473, 627, 628, 637, 682, 749, 752, 768, 776, 787, 790</p> <p><u>Additional Resources</u> Common Core Companion, 334–335</p>
(RW.9-10.3) Writing and Composition	
(RW.9-10.3.1) Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.	
(6) Craft arguments using techniques specific to the genre.	<p>SE/TE: Whole Class Performance Task: Write an Argument, 190–195; Write an Argument, 614–619; Writing to Sources: Pitch, 184; Visual Analysis, 189; Response to Literature, 211; Argument, 254–255, 652–653; Literary Criticism, 602; Resources Tool Kit, R8–R13</p> <p><u>Additional Resources</u> Common Core Companion, 179–189</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.3.1.a) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
(RW.9-10.3.1.a.i) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191, 615; Writing to Sources: Argument, 184; Visual Analysis, 189; Response to Literature, 211; Performance-Based Assessment: Argument, 253–255, 651–653</p> <p><u>Additional Resources</u> Common Core Companion, 180</p>
(RW.9-10.3.1.a.ii) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191; Drafting, 616; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254–255, 652–653</p> <p><u>Additional Resources</u> Common Core Companion, 181, 183</p>
(RW.9-10.3.1.a.iii) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Create Cohesion: Transitions, 193; Quotations and Paraphrases, 617; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254–255, 652–653</p>
(RW.9-10.3.1.a.iv) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191; Drafting, 616; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254–255, 652–653</p> <p><u>Additional Resources</u> Common Core Companion, 181, 183</p>

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(RW.9-10.3.1.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Revising, 194, 618; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254–255, 652–653</p> <p><u>Additional Resources</u> Common Core Companion, 184</p>
(RW.9-10.3.1.a.vi) Provide a concluding statement or section that follows from and supports the argument presented.	<p>SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254–255, 652</p> <p><u>Additional Resources</u> Common Core Companion, 185</p>
(RW.9-10.3.2) Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.	
(7) Craft informational/explanatory texts using techniques specific to the genre.	<p>SE/TE: Whole Class Performance Task: Write an Explanatory Essay, 58–63; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Writing to Compare: Explanatory Essay, 48–49; Character Profile, 612–613; Writing to Sources: Character Analysis, 400; Paraphrase, 533; Informative Essay, 358–359, 488; Explanatory Essay, 122–123; News Report, 297; Response To Literature, 211; Character Description, 785; Summary, 8, 132, 264, 368, 498, 662; Resources Tool Kit, R14–R19</p> <p><u>Additional Resources</u> Common Core Companion, 190–201</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.3.2.a) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
(RW.9-10.3.2.a.i) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension.	<p>SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Essay, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Performance-Based Assessment: Informative Writing, 357, 358, 487</p> <p><u>Additional Resources</u> Common Core Companion, 191, 192</p>
(RW.9-10.3.2.a.ii) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<p>SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Revising, 62; Writing to Sources: Movie Pitch, 184; Character Analysis, 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> <p><u>Additional Resources</u> Common Core Companion, 192</p>
(RW.9-10.3.2.a.iii) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Create Cohesion, 301; Revising, 412; Writing to Sources: Movie Pitch, 184; Character Analysis, 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> <p><u>Additional Resources</u> Common Core Companion, 195</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.3.2.a.iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<p>SE/TE: Whole Class Performance Task: Elements of an Informative Text, 408; Prewriting/Planning, 59, 409; Drafting, 60; Revising, 302; Write It: Explain, 98; Writing to Compare: Comparative Essay, 293; Writing to Sources: Character Analysis, 400</p> <p><u>Additional Resources</u> Common Core Companion, 196</p>
(RW.9-10.3.2.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Revising, 302, 412; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Character Analysis, 400</p> <p><u>Additional Resources</u> Common Core Companion, 197</p>
(RW.9-10.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic).	<p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Revising, 62; Drafting, 300, 410; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Character Analysis, 400</p> <p><u>Additional Resources</u> Common Core Companion, 196</p>
(RW.9-10.3.3) Write engaging real or imagined narratives using multiple plot lines.	
(8) Craft narratives using techniques specific to the genre.	<p>SE/TE: Whole Class Performance Task: Write a Nonfiction Narrative, 728–733; Writing to Sources: Narrative, 81; Poem, 335, 633; Short Story, 441; Dialogue, 726, 785; Diary Entry, 386; Flashback, 785; Retelling, 785; Performance-Based Assessment: Nonfiction Narrative, 809–811, 810; Resources Tool Kit, R20–R25</p> <p><u>Additional Resources</u> Common Core Companion, 202–212</p>

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Colorado Academic Standards 2020	myPerspectives Grade 10
(RW.9-10.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
(RW.9-10.3.3.a.i) Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441; Performance-Based Assessment: Nonfiction Narrative, 809</p> <p><u>Additional Resources</u> Common Core Companion, 203, 204</p>
(RW.9-10.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Prewriting/Planning, 729; Writing to Sources: Narrative, 81; Poem, 335; Short Story, 441</p> <p><u>Additional Resources</u> Common Core Companion, 207</p>
(RW.9-10.3.3.a.iii) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441</p> <p><u>Additional Resources</u> Common Core Companion, 206, 207</p>
(RW.9-10.3.3.a.iv) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441</p> <p><u>Additional Resources</u> Common Core Companion, 208</p>
(RW.9-10.3.3.a.v) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Writing to Sources: Poem, 335; Short Story, 441</p> <p><u>Additional Resources</u> Common Core Companion, 206, 210</p>

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(RW.9-10.3.3.a.vi) Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441 <u>Additional Resources</u> Common Core Companion, 206, 207
(RW.9-10.3.4) Use a recursive writing process to produce, publish, and update individual or shared writing projects.	
(9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.	SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Publishing and Presenting, 63, 195, 303, 413, 619, 733 <u>Additional Resources</u> Common Core Companion, 220–226
(RW.9-10.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
(RW.9-10.3.4.a.i) Use parallel structure.	SE/TE: Author’s Style: Sentence Variety, 230; Conventions: Rhetorical Devices, 291 TE only: Understand Parallelism, 283; Analyze Rhetorical Devices, 240; Close Read, 251, 272, 355, 485, 649; Analyze Parallelism, 311, 587; Writing a Speech, 314; How Language Works, 329 <u>Additional Resources</u> Common Core Companion, 310–311
(RW.9-10.3.4.a.ii) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Conventions: Types of Sentences, 35; Types of Phrases, 47, 183, 244, 280; Adverbial Clauses, 317; Adverbial Phrases, 744; Whole Class Performance Task, 61, 731 <u>Additional Resources</u> Common Core Companion, 312–313

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(RW.9-10.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
(RW.9-10.3.4.b.i) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<p>SE/TE: Conventions: Types of Sentences, 35; Semicolon, 385; Vocabulary and Conventions Connection, 386; Language Development Conventions: Create Cohesion: Conjunctive Adverbs and Semicolons, 411; Grammar Handbook, R63</p> <p>TE only: Semicolon, 18, 150, 642</p> <p><u>Additional Resources</u> Common Core Companion, 314–315</p>
(RW.9-10.3.4.b.ii) Use a colon to introduce a list or quotation.	<p>SE/TE: Language Development Conventions: Create Cohesion: Quotations and Paraphrases, 617; Grammar Handbook, R63</p> <p>TE only: Using Quotations, 618</p> <p><u>Additional Resources</u> Common Core Companion, 316–317</p>
(RW.9-10.3.4.b.iii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.	<p>SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Grammar Handbook, R64–R65</p> <p><u>Additional Resources</u> Common Core Companion, 318–319</p>
(RW.9-10.3.4.c) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
(RW.9-10.3.4.c.i) Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type.	<p>SE/TE: Research: Group Presentation, 99, 245; Multimedia Presentation, 429; Whole Class Performance Task: Gather Evidence, 299; Research: Incorporating Research into Writing, R30–R31; Format For Citing Sources, R32; MLA Style for Listing Sources, R33</p> <p><u>Additional Resources</u> Common Core Companion, 320–321</p>

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<p>(RW.9-10.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in expectations 1-2 above.)</p>	<p>SE/TE: Performance Task: Write an Explanatory Essay, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Writing to Sources, 81, 122–123, 184, 189, 211, 254–255, 297, 335, 358–359, 386, 400, 441, 488–489, 533, 602, 633, 652–653, 726, 785, 810–811</p> <p><u>Additional Resources</u> Common Core Companion, 213–219</p>
<p>(RW.9-10.3.4.e) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Drafting, 60, 192, 293, 300, 410, 616, 730; Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Publishing and Presenting, 63, 195, 303, 413, 619, 733</p> <p><u>Additional Resources</u> Common Core Companion, 220–226</p>
<p>(RW.9-10.3.4.f) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE/TE: Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Present and Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Multimedia Presentation, 429</p> <p><u>Additional Resources</u> Common Core Companion, 227–233</p>

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(RW.9-10.3.4.g) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>SE/TE: Performance Task: Write an Explanatory Essay, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Writing to Sources, 81, 122–123, 184, 189, 211, 254–255, 297, 335, 358–359, 386, 400, 441, 488–489, 533, 602, 633, 652–653, 726, 785, 810–811</p> <p><u>Additional Resources</u> Common Core Companion, 263–272</p>
(RW.9-10.4) Research Inquiry and Design	
(RW.9-10.4.1) Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.	
(10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.	<p>SE/TE: Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358–359; Conducting Research, R24–R33; Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> <p><u>Additional Resources</u> Common Core Companion, 241–254</p>

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(RW.9-10.4.1.a) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<p>SE/TE: Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429; Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Conducting Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> <p><u>Additional Resources</u> Common Core Companion, 234–240</p>
(RW.9-10.4.1.b) Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<p>SE/TE: Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358–359; Conducting Research, R24–R33; Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> <p><u>Additional Resources</u> Common Core Companion, 241–254</p>

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(RW.9-10.4.1.c) Draw evidence from literary or informational texts to support analysis, reflection, and research.	
(RW.9-10.4.1.c.i) Apply *grades 9-10 Reading standards to literature (for example: “Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).	<p>SE/TE: Analyze Craft and Structure: Practice, 33, 45, 79, 181, 333, 783; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Explanatory Essay, 122–123–123; Create Cohesion: Quotations and Paraphrases, 617</p> <p><u>Additional Resources</u> Common Core Companion, 255–258</p>
(RW.9-10.4.1.c.ii) Apply grades 9-10 Reading standards to literary nonfiction (for example: “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<p>SE/TE: Analyze Craft and Structure: Practice, 242, 278, 288, 316, 427; Writing to Sources: Explanatory Text, Argument, 254–255–255, 652–653; Informative Essay, 358–359–359</p> <p><u>Additional Resources</u> Common Core Companion, 259–262</p>