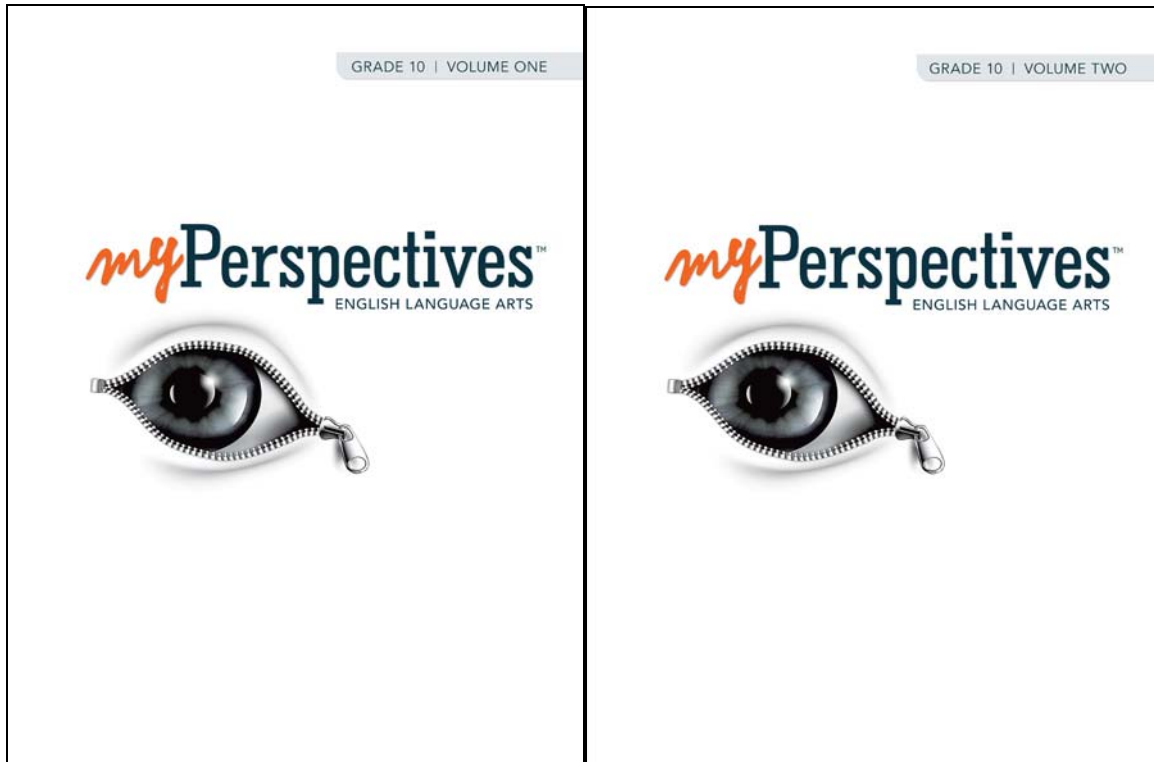


A Correlation of



Grade 10, ©2017

To the

**English Language Arts
Missouri Learning Standards
Grade-Level Expectations**



A Correlation of myPerspectives ©2017 to the English Language Arts Missouri Learning Standards: Grade-Level Expectations

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **English Language Arts Missouri Learning Standards: Grade-Level Expectations**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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.

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

Table of Contents

Reading Literary Text 4

Reading Informational Text 5

Writing..... 7

Speaking and Listening..... 9

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
Grades 9-10	
Reading Literary Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R2A, B, C,	
Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: 32, 332, 396, 531, 551, 569
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	SE/TE: 182, 210, 332, 334, 340, 342, 438, 440, 553, 755, 756
C Text Features K-5 correlation R1A	
Interpret visual elements of a text and draw conclusions from them (when applicable).	SE/TE: 13, 69, 88, 102, 137, 326, 373, 432, 520, 544, 573, 678 TE Only: 187
D Summarize/Theme K-5 correlation R2A	
Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.	SE/TE: 44, 111, 209, 397, 456, 570, 755
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R2B, R2C	
Analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.	SE/TE: 221, 222, 383, 458, 466, 467, 552, 570, 584, 599, 601, 700, 701, 783, 784
B Point of View No K-5 correlation	
Analyze how points of view is reflected in the characters, setting, and plot.	SE/TE: 111, 112, 439, 631, 799 TE Only: 146, 766

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
C Craft and Meaning K-5 correlation R2B, R2C	
Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	SE/TE: 210, 333, 334, 341, 342, 440, 553, 632, 755, 756
D Interaction and Meaning K-5 correlation R2A	
Analyze how complex characters develop over the course of a text to advance the plot and develop the theme.	SE/TE: 80, 111, 112, 397, 399, 553, 631
3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Text in Forms K-5 correlation R4A	
Analyze multiple performances of a story, drama, or poem evaluating how each version interprets the source text.	SE/TE: 468-469, 612-613, 727 TE Only: 54, 522
B Relationships in Texts K-5 correlation R1C	
Explain how and why an author alludes to or transforms source material within his or her text.	SE/TE: 537, 547, 562, 576, 590, 745 TE Only: 278, 288, 451, 498, 612, 634
C Historical Context K-5 correlation R2A	
Analyze how multiple texts reflect historical and/or cultural contexts.	SE/TE: 397, 502-503, 666-667 TE Only: 606, 626
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	SE/TE: 12, 36, 68, 100, 136, 212, 324, 336, 430, 442, 460, 510, 604, 624, 746, 758
Reading Informational Text	
1 Comprehend and Interpret Texts (Approaching Texts as a Reader)	
A Evidence/Inference K-5 correlation R1A, R3A, B, C	
Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: 56, 96, 188, 288, 321 TE Only: 311, 312
B Word Meanings K-5 correlation R1B	
Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	SE/TE: 56, 98, 290, 428, 743 TE Only: 284, 739

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
C Text Features K-5 correlation R3A	
Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	SE/TE: 51-54, 55, 403-405, 406
D Summarize/Claim K-5 correlation R3B, R3C	
Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.	SE/TE: 55, 228, 241, 277, 279, 425, 475, 741 TE Only: 91, 273, 297
2 Analyze Craft and Structure (Approaching Texts as a Writer)	
A Structure K-5 correlation R3C	
Analyze how an author's choices concerning how to structure a text or sequence information impacts the reader.	SE/TE: 97, 229, 230, 477, 799 TE Only: 311
B Point of View K-5 correlation R3B	
Analyze how an author uses rhetoric to advance point of view or purpose.	SE/TE: 243, 289, 291, 316 TE Only: 240, 276
C Craft and Meaning K-5 correlation R3B	
Analyze the cumulative impact of specific word choices and syntax on meaning and tone.	SE/TE: 98, 289, 291, 428, 743 TE Only: 53, 94, 225, 233, 739
D Argument/Evidence K-5 correlation R3B	
Evaluate an author's argument, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TE: 229, 279, 316, 641 TE Only: 92
3 Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	
A Texts/Forms K-5 correlation R4A	
Analyze how similar ideas or topics are portrayed in different media formats.	SE/TE: 322-323, 597, 720
B Relationships/ Texts K-5 correlation R1C	
Evaluate how effectively two or more texts develop similar ideas/topics.	SE/TE: 292-293, 322-323

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
C Historical Context No K-5 correlation	
Analyze how multiple texts reflect the historical and/or cultural contexts.	SE/TE: 292-293 TE Only: 289, 296, 606, 626
D Comprehension K-5 Correlation R1A, R1D	
Read and comprehend informational text independently and proficiently.	SE/TE: 90, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786
Writing	
1 Approaching the Task as a Researcher	
A Research K-5 correlation W3A	
<p>Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple authoritative print and digital 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: 31, 55, 99, 241, 277, 301, 314, 320, 381, 395, 409, 429, 530, 550, 568, 582, 610, 615, 639 TE Only: 807
2 Approaching the Task as a Writer	
A Development K-5 correlation W1A, W1B, W1D, W2A, W2B, W2C	
Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	SE/TE: 58-63, 190-195, 298-303, 408-413, 614-619, 728-733

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
3 Approaching the Task as a Reader	
A Revise and Edit K-5 correlation W1C	
Review, revise, and edit writing with consideration for the task, purpose, and audience.	
A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and demonstrate an awareness of audience by making choices regarding organization and content.	SE/TE: 62, 194, 302, 412, 618, 633, 732
B. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.	SE/TE: 194, 302, 412, 618, 732
C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.	SE/TE: 63, 194, 195, 301, 303, 413, 617, 619, 733
D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	SE/TE: 62, 194, 302, 413, 618
E. 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.	SE/TE: 245, 349, 407, 429, 643, 745

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
Speaking and Listening	
1 Collaborating	
A Conversations K-5 correlation SL1A, SL3A	
Work with peers to set rules for collegial discussions and decision-making, clear goals, and deadlines, and individual roles as needed.	SE/TE: 66-67, 198-199, 306-307, 416-417, 622-623, 736-737
B Questioning K-5 correlation SL3A	
Delineate a speaker’s argument and claims, evaluating the speaker’s point of view, reasoning, and evidence in order to 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: 185, 426, 479, 498, 603, 757
C Viewpoints of others K-5 correlation SL1A	
Respond thoughtfully to diverse perspectives including those presented in diverse media; summarize points of agreement and disagreement; resolve contradictions when possible; and determine what additional information or research is needed.	SE/TE: 413, 426, 479, 619, 645, 727, 733, 742 TE Only: 531, 569
2 Presenting	
A Verbal Delivery K-5 correlation SL4A	
Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.	SE/TE: 57, 113, 115, 256, 351, 360, 387, 401, 481, 654, 812

**A Correlation of myPerspectives ©2017 to the
English Language Arts Missouri Learning Standards: Grade-Level Expectations**

English Language Arts Missouri Learning Standards: Grade-Level Expectations	myPerspectives ©2017 Grade 10
B Nonverbal K-5 correlation SL4A	
Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners and avoid body language or mannerisms that might be distracting to the audience.	SE/TE: 113, 115, 256, 360, 387, 401, 481, 571, 654, 812
C Multimedia K-5 correlation SL4A	
Plan and deliver appropriate presentations concisely and logically based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: 89, 246-247, 350-351, 360, 407, 429, 480-481, 643