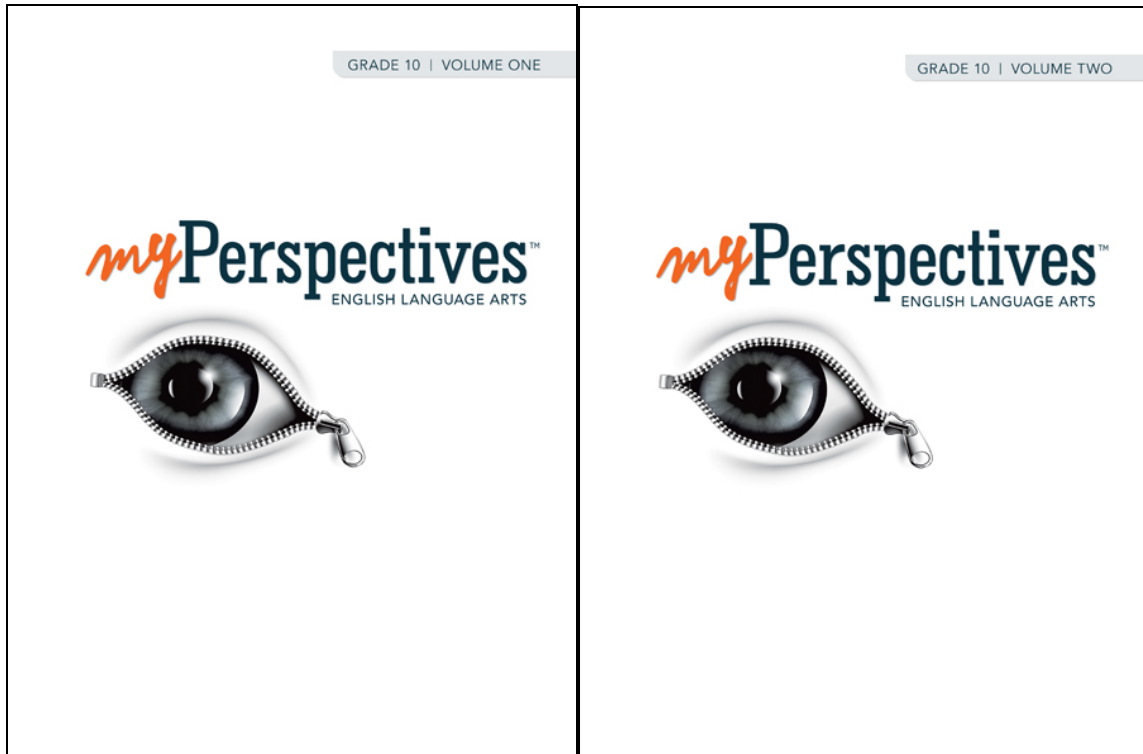


A Correlation of



Grade 10, ©2017

To the

**North Carolina
English Language Arts Standards
Course of Study
Grade 10**



A Correlation of myPerspectives, Grade 10 ©2017 to the North Carolina English Language Arts Standard Course of Study

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the North Carolina English Language Arts Standard Course of Study. 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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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: “The Fall of the House of Usher,” 33; “The Metamorphosis,” 148, 161, 166, 170, 175, 180; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 332; “La Rinconada, Peru, Searching for Beauty,” 421, 426–427; <i>The Tempest</i>, 531, 551, 569</p> <p>In addition, students will apply this standard in <i>Analyze the Text</i> features, which appear with every literature selection.</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 2–3, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
<p>RL.9-10.2 Determine a theme 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>	<p>SE/TE: [Theme] “beware: do not read this poem” / “The Raven” / “Windigo,” 111; “The Doll’s House,” 209; “Civil Peace,” 397; <i>The Tempest</i>, 570, 585; <i>Oedipus the King</i>, 686, 689, 712, [Summary] Common Core Companion, 15–16; In addition, students will apply this standard as they write summaries to complete <i>First Read</i> and <i>Comprehension Check</i> activities, which appear with every literature selection.</p> <p><u>Additional Coverage</u> SE/TE: [Theme] “They are hostile nations” / “Under a Certain Little Star,” 631; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; myPerspectives Plus: Common Core Companion, 15, 22; Reading and Literary Analysis: Theme</p>

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<p>CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p>SE/TE: “Where Is Here?” 80; “Civil Peace,” 399; <i>The Tempest</i>, 553; “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; “They are hostile nations” / “Under a Certain Little Star,” 631</p> <p><u>Additional Coverage</u> SE/TE: “The Necklace,” 387; myPerspectives Plus: Common Core Companion, 28–29</p>
<p>CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.</p>	
<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>SE/TE: “The Metamorphosis,” 182; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 332–334; “The Censors,” 338, 342; <i>The Tempest</i>, 553, 585; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 756</p> <p><u>Additional Coverage</u> “Where Is Here?,” 71; “beware: do not read this poem,” 103; “The Doll’s House,” 210; “Avarice” / “The Good Life” / “Money,” 438, 440; “They are hostile nations” / “Under a Certain Little Star,” 632; Common Core Companion, 35–36, 42; myPerspectives Plus: Common Core Companion, 35–47; <i>Reading Skills and Literary Analysis: Figurative Language</i>; <i>Reading Skills and Literary Analysis: Sound Devices</i>; <i>Reading Skills and Literary Analysis: Rhyme</i>; <i>Academic Vocabulary and Word Analysis Skills: all lessons</i></p>

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CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; “Sonnet, With Bird” / “Elliptical” / “Fences,” 221–222; “The Necklace,” 382; <i>The Tempest</i>, 552, 570, 584, 599, 601; “The Country of the Blind,” 783–784</p> <p><u>Additional Coverage</u> SE/TE: “Where Is Here?” 79; “The Fall of the House of Usher,” 32; “House Taken Over,” 44; “beware: do not read this poem” / “The Raven” / “Windigo,” 112; “The Metamorphosis,” 180; ; “Avarice” / “The Good Life” / “Money,” 438; “The Golden Touch,” 458; “King Midas,” 466–467; <i>Oedipus the King</i>, 700–701, 723; myPerspectives Plus: Common Core Companion, 48–49</p>
CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RL.9-10.6 Analyze a particular perspective 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: “House Taken Over,” 45; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 328, 332; “The Censors,” 340–341; “Civil Peace,” 394, 397; “The Golden Touch,” 451, 454, 457; myPerspectives Plus: Common Core Companion, 55–56</p>
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums , including what is emphasized or absent in each treatment.	<p>SE/TE: “Franz Kafka and Metamorphosis,” 188; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 62–63</p>

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CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable to literature according to the North Carolina English Language Arts Standard Course of Study
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.9-10.9 Analyze how an author adopts or adapts source material in a specific work.	SE/TE: “Sonnet, With Bird” / “Elliptical” / “Fences,” 220–221; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “ <i>En el Jardín de los Espejos Quebrados</i> , Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; myPerspectives Plus: Common Core Companion, 69–70
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.9-10.10 By the end of grade 10, read and understand literature at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: “The Fall of the House of Usher,” 12; “The Metamorphosis,” 136; “The Necklace,” 372; <i>The Tempest</i> , 510, 532, 534, 554, 572, 586; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746 <u>Additional Coverage</u> SE/TE: “House Taken Over,” 36; “Where Is Here?” 68; “beware: do not read this poem” / “The Raven” / “Windigo,” 100; “The Doll’s House,” 200; “Sonnet, With Bird” / “Elliptical” / “Fences,” 212; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 324; “The Censors,” 336; “Civil Peace,” 388; “Avarice” / “The Good Life” / “Money,” 430; “The Golden Touch,” 442; “King Midas,” 460; “ <i>En el Jardín de los Espejos Quebrados</i> , Caliban Catches a Glimpse of His Reflection” / “Caliban,” 604; “They are hostile nations” / “Under a Certain Little Star,” 624; <i>Oedipus the King</i> , 672, 702; “The Country of the Blind,” 758; myPerspectives Plus: Common Core Companion, 76–77

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READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RI.9-10.1 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: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56; Franz Kafka and Metamorphosis, 187–188; “Inaugural Address,” John F. Kennedy, 288; “Diane Sawyer Interviews Malala Yousafzai,” 321; “Freedom of the Press Report 2015,” 346</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 84–85, 91</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RI.9-10.2 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: [Central Idea] “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Neither Justice Nor Forgetting,” 496, 614; “Let South Africa Show the World How to Forgive,” 641 [Summary] Unit Introductions: Unit 1: 8; Unit 2: 132; Unit 3: 264; Unit 4: 368; Unit 5: 498; Unit 6: 662; In addition, students will apply this standard as they write summaries to complete most <i>First Read</i> and <i>Comprehension Check</i> activities.</p> <p><u>Additional Coverage</u> [Central Idea] myPerspectives Plus: Common Core Companion, 97, 104; [Summary] myPerspectives Plus: Common Core Companion, 97–98</p>

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CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.9-10.3 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: “Why Do Some Brains Enjoy Fear?” 97; “Revenge of the Geeks,” 229; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “The Thrill of the Chase,” 477; “The Neglected Senses,” 799</p> <p><u>Additional Coverage</u> SE/TE: “The Dream Collector,” 88; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 110–111</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone .	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; “Why Do Some Brains Enjoy Fear?” 98; “Inaugural Address,” John F. Kennedy, 286, 289, 291; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; “View From the Empire State Building,” 743; myPerspectives Plus: Common Core Companion, 117–118, 124; <i>Academic Vocabulary and Word Analysis Skills: all lessons</i></p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.9-10.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p>SE/TE: “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 312; 313; 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; myPerspectives Plus: Common Core Companion, 130–131</p>

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CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.9-10.6 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.	SE/TE: The “Four Freedoms” Speech, 279; “Inaugural Address,” John F. Kennedy, 283, 286, 288–289; “Speech at the United Nations,” 312, 313, 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 427; myPerspectives Plus: Common Core Companion, 137–137, 144
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.9-10.7 Analyze various accounts of a subject told in different mediums , determining which details are emphasized in each account.	SE/TE: “Inaugural Address,” John F. Kennedy (video), 294–297; <i>Speech at the United Nations / “Diane Sawyer Interviews Malala Yousafzai,”</i> 322; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 150–151
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.9-10.8 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.	SE/TE: “Revenge of the Geeks,” 229; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 157–158
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.	SE/TE: The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy, 288; <i>The “Four Freedoms” Speech / “Inaugural Address,”</i> John F. Kennedy, 292; “Inaugural Address,” John F. Kennedy (video), 296; myPerspectives Plus: Common Core Companion, 164–165 <i>See myPerspectives Grade 11 for additional United States documents of historical and literary significance.</i>

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<p>CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.</p>	
<p>RI.9-10.10 By the end of grade 10, read and understand informational texts at the high end of the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “The Dream Collector,” 82; “Revenge of the Geeks,” 224; “Inaugural Address,” John F. Kennedy, 282; “Fit for a King: Treasures of Tutankhamun,” 402; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418; “The Thrill of the Chase,” 470</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “Why Do Some Brains Enjoy Fear?” 90; “Franz Kafka and Metamorphosis,” 186; “Encountering the Other,” 232; The “Four Freedoms” Speech, 268; 294; “Speech at the United Nations,” 308; “Diane Sawyer Interviews Malala Yousafzai,” 318; “Freedom of the Press Report 2015,” 344; “Let South Africa Show the World How to Forgive,” 634; “The Neglected Senses,” 786; myPerspectives Plus: Common Core Companion, 171–172</p>
<p>WRITING</p>	
<p>CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>SE/TE: “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><u>Additional Coverage</u></p> <p>SE/TE: Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>

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<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>b. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, Unit 5: 615; Performance-Based Assessment, Unit 2: 253, Unit 5: 651; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>c. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 190–191, Unit 5: 616, <i>The Tempest</i>, 602; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 181, 183</p>
<p>d. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 193, Unit 5: 617; Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 182, 186-187</p>
<p>e. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, 254, 652; myPerspectives Plus: Common Core Companion, 182, 184</p>

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<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 185</p>
<p>g. Develop and strengthen writing as needed by 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: “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School; The Writing Process — High School</p>

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<p>CCR Anchor Standard W.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.</p>	
<p>W.9-10.2 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.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><u>Additional Coverage</u> SE/TE: “Franz Kafka and Metamorphosis,” 189; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; Performance-Based Assessment, Unit 1: 121–122, Unit 3: 358, Unit 4: 488; Whole-Class Performance Task, Unit 1: 58; Unit 3: 298, Unit 4: 408; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/ Explanatory Writing — High School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 121–122, Unit 3: 358, Unit 4: 488; Whole-Class Performance Task, Unit 1: 58; Unit 3: 298, Unit 4: 408; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/ Explanatory Writing — High School</p>

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<p>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58–59, 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 121, Unit 3: 357, Unit 4: 487</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 194, 201, 300–301</p>
<p>c. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58–60, Unit 3: 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 198–199</p>
<p>d. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 411; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 195</p>
<p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 3: 300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196–197, 198–199</p>

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<p>f. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 60, Unit 3: 300, Unit 4: 412; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> SE/TE: Performance Task, 115; myPerspectives Plus: Common Core Companion, 196–197</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 410; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196</p>
<p>h. Develop and strengthen writing as needed by 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: “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><u>Additional Coverage</u> SE/TE: “Franz Kafka and Metamorphosis,” 189; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; Performance-Based Assessment, Unit 1: 121–122, Unit 3: 358, Unit 4: 488; Whole-Class Performance Task, Unit 1: 58; Unit 3: 298, Unit 4: 408; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/ Explanatory Writing — High School; The Writing Process — High School</p>

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CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><u>Additional Coverage</u> SE/TE: Whole-Class Performance Task, Unit 1: 58, 60, Unit 6: 728; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><u>Additional Coverage</u> SE/TE: Whole-Class Performance Task, Unit 1: 58, 60, Unit 6: 728; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
b. Engage and orient the reader by setting out a problem, situation, or observation , establishing one or multiple point(s) of view , and introducing a narrator and/or characters ; create a smooth progression of experiences or events .	<p>SE/TE: “Where Is Here?” 81; “Avarice” / “The Good Life” / “Money,” 441; Whole-Class Performance Task, Unit 6: 729–730; Performance-Based Assessment, Unit 6: 809; myPerspectives Plus: Common Core Companion, 204–205; Interactive Writing Lesson: Narrative Writing — High School</p>
c. Use narrative techniques, such as dialogue , pacing , description , reflection , and multiple plot lines, to develop experiences, events , and/or characters.	<p>SE/TE: “Avarice” / “The Good Life” / “Money,” 441; <i>Oedipus the King</i>: 726; Whole-Class Performance Task, Unit 6: 729; myPerspectives Plus: Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School</p>

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d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Whole-Class Performance Task, 728, Unit 6: 729; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School
e. Use precise words and phrases , telling details, and sensory language to convey a vivid picture of the experiences, events, setting , and/or characters .	SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 6: 730; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; Performance- Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School
f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative .	SE/TE: Whole-Class <i>Performance Task</i> : Unit 6: 730, 732; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208, 209–210; Interactive Writing Lesson: Narrative Writing — High School
g. Develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><u>Additional Coverage</u></p> <p>SE/TE: Whole-Class Performance Task, Unit 1: 58, 60, Unit 6: 728; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School; The Writing Process — High School</p>

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CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.9-10.4 Use digital tools and resources 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>SE/TE: “Encountering the Other,” 245; “Freedom of the Press Report 2015,” 349; “Fit for a King: Treasures of Tutankhamun,” 407; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; “View From the Empire State Building,” 745</p> <p><i>Additional Coverage</i> SE/TE: “Let South Africa Show the World How to Forgive,” 643; myPerspectives Plus: Common Core Companion, 227–228</p>
CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.9-10.5 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: “Why Do Some Brains Enjoy Fear?” 98; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View From the Empire State Building,” 745; myPerspectives Plus: Common Core Companion, 234–235, 238</p>
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.9-10.6 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: “Encountering the Other,” 244; Whole-Class Performance Task, Unit 3: 298–303; Performance-Based Assessment, Unit 3: 360; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; myPerspectives Plus: Common Core Companion, 241–254</p>

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SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<p>SL.9-10.1 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.</p>	<p>SE/TE: “beware: do not read this poem” / “The Raven” / “Windigo,” 113–114; “The Metamorphosis,” 185; “The Censors,” 343; “The Country of the Blind,” 757; “The Neglected Senses,” 801; myPerspectives Plus: Conversations and Discussions — High School</p> <p><u>Additional Coverage</u> SE/TE: Share Your Independent Learning, 120, 356, 486, 650, 808; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813; myPerspectives Plus: Common Core Companion, 274–281</p>
<p>a. 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.</p>	<p>SE/TE: Share Your Independent Learning, 120; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813</p> <p><u>Additional Coverage</u> SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 3: 350, Unit 5: 644; “The Country of the Blind,” 785; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School</p>
<p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; Small-Group Performance Task, Unit 1: 114, Unit 2: 247, Unit 3: 351; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>

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<p>c. 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.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645 myPerspectives Plus: Common Core Companion, 280–281; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Launch Activity features, which appear in the Unit Introductions and in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>
<p>d. 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.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 280–281; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Launch Activity features, which appear in the Unit Introduction; in Working as a Team features, which appear in the Small-Group Learning Overview lessons, and in Group Discussion Tips, which appear throughout the program.</i></p>
<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351; “Revenge of the Geeks,” 231; “View From the Empire State Building,” 745</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 3: 360; myPerspectives Plus: Common Core Companion, 282–283; Giving a Presentation — High School</p>

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CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<p>SE/TE: “The Metamorphosis,” 184; The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy (video), 296; <i>The Tempest</i>, 602; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757</p> <p><i>Additional Coverage</i> myPerspectives Plus: Common Core Companion, 286–287, 290; Evaluating Presentations — High School</p>
CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
SL.9-10.4 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>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 57; “Franz Kafka and Metamorphosis,” 189; “Revenge of the Geeks,” 231; “The Necklace,” 386; “Civil Peace,” 401; myPerspectives Plus: Giving a Presentation — High School</p> <p><i>Additional Coverage</i> SE/TE: “Sonnet, With Bird” / “Elliptical” / “Fences,” 223; “Freedom of the Press Report 2015,” 349; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; <i>The Tempest</i>, 571; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757; “The Neglected Senses,” 801; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351, Unit 4: 480–481, Unit 5: 644, Unit 6: 802; Performance-Based Assessment, Unit 1: 124, Unit 2: 257, Unit 3: 360, Unit 4: 490, Unit 5: 654; myPerspectives Plus: Common Core Companion, 293–294, 297</p>

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<p>CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p>SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 57; “The Dream Collector,” 89; “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; myPerspectives Plus: Giving a Presentation — High School</p> <p>Additional Coverage SE/TE: “Why Do Some Brains Enjoy Fear?” 99; “Fit for a King: Treasures of Tutankhamun,” 407; Small-Group Performance Task, 114–115, 350–351, 481, 803; Performance- Based Assessment, Unit 3: 360, Unit 6: 812; myPerspectives Plus: Common Core Companion, 300–301</p>
<p>LANGUAGE</p>	
<p>CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.</p>	
<p>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 47; “The Metamorphosis,” 182; “Encountering the Other,” 244; The “Four Freedoms” Speech, 281; “The Golden Touch,” 459; myPerspectives Plus: Find It, Fix It</p> <p>Additional Coverage SE/TE: “Let South Africa Show the World How to Forgive,” 642; “View From the Empire State Building,” 744; “The Neglected Senses,” 800; Whole-Class Performance Task, Unit 3: 303; myPerspectives Plus: Common Core Companion, 310–312</p>

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<p>CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.</p>	
<p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 303, Unit 4: 411, Unit 6: 731; “The Necklace,” 385; “Civil Peace,” 399</p> <p>myPerspectives Plus: Common Core Companion, 314–318; Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
<p>CCR Anchor Standard L.3 – 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.</p>	
<p>L.9-10.3 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.</p>	<p>SE/TE: “Revenge of the Geeks,” 230; “Inaugural Address,” John F. Kennedy, 291; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; “Civil Peace,” 399; myPerspectives Plus: Common Core Companion, 320</p>
<p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 191, 195; Research, R30–33; myPerspectives Plus: Common Core Companion, 320-321</p>
<p>b. Use parallel structure.</p>	<p>SE/TE: “Revenge of the Geeks,” 230; The “Four Freedoms” Speech, 272; “Inaugural Address,” John F. Kennedy, 283, 291; Speech at the United Nations, 311; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 310</p>

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<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.9-10.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p><i>Students address this standard with in Concept Vocabulary features throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “Where Is Here?” 68; “Why Do Some Brains Enjoy Fear?” 90; “Encountering the Other,” 232; <i>The Tempest</i>, 583; “The Neglected Senses,” 786</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “beware: do not read this poem” / “The Raven” / “Windigo,” 100; “Revenge of the Geeks,” 228; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 324; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418; “Avarice” / “The Good Life” / “Money,” 430; “The Golden Touch,” 442; “The Thrill of the Chase,” 470; “View From the Empire State Building,” 738, 742; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746, 754; “The Country of the Blind,” 758;</p> <p>myPerspectives Plus: Common Core Companion, 322, 324, 326, 328; Find It, Fix It</p>

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<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p>L.9-10.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>SE/TE: “The Fall of the House of Usher,” 34; “The Metamorphosis,” 182; “The Thrill of the Chase,” 476; “<i>En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection</i>” / “Caliban,” 611; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> SE/TE: “House Taken Over,” 46; “Revenge of the Geeks,” 228; “Avarice” / “The Good Life” / “Money,” 438; “View From the Empire State Building,” 743; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; myPerspectives Plus: Common Core Companion, 330, 332</p>
<p>a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.</p>	<p>SE/TE: “The Censors,” 342; <i>The Tempest</i>, 519; “View From the Empire State Building,” 743; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; myPerspectives Plus: Common Core Companion, 330</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: “The Fall of the House of Usher,” 34; “The Metamorphosis,” 182; “Revenge of the Geeks,” 228; “Avarice” / “The Good Life” / “Money,” 438; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 332</p>

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<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.9-10.6 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: “Why Do Some Brains Enjoy Fear?” 96, 98; “Franz Kafka and Metamorphosis,” 186; “Inaugural Address,” John F. Kennedy (video), 294; “Diane Sawyer Interviews Malala Yousafzai,” 318, 321; “Freedom of the Press Report 2015,” 344, 348</p> <p><u>Additional Coverage</u> SE/TE: “The Dream Collector,” 82, 88; “Fit for a King: Treasures of Tutankhamun,” 406; “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 611; “They are hostile nations” / “Under a Certain Little Star,” 630; Unit Goals: 4, 128, 260, 364, 494, 658; myPerspectives Plus: Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary</p>