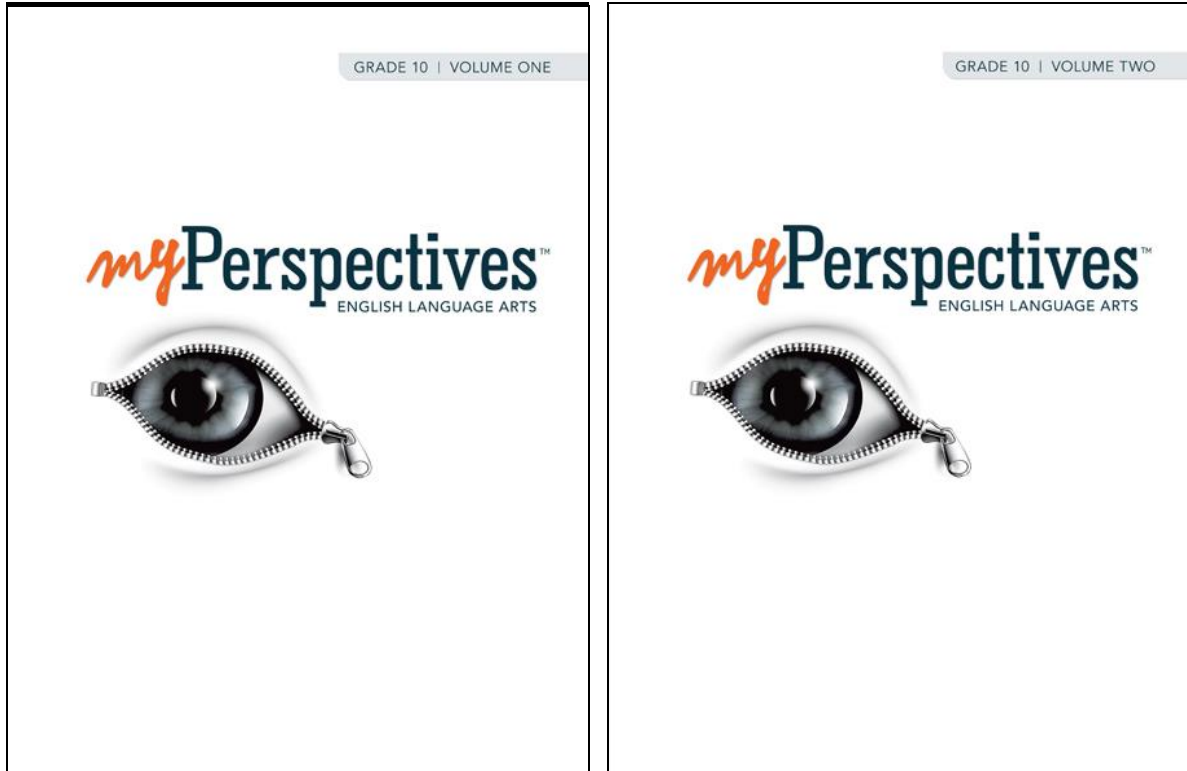


A Correlation of



Grade 10, ©2017

To the

**Oklahoma Academic Standards
for English Language Arts
Grade 10**



A Correlation of myPerspectives, Grade 10 to the Oklahoma Academic Standards for English Language Arts

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Oklahoma Academic Standards for English Language Arts. 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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10.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
10.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
10.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	<p>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; Conduct a Small Group Discussion, 132; Review, Revise, and Edit, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
10.1.R.2 Students will actively listen and evaluate, analyze, and synthesize a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective.	<p>SE/TE: Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479; Oral Presentation, 603; Discussion, 189; Small Group Performance Task: Practice with Your Group, 645; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 10</p>
<p>10.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>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; Conduct a Small Group Discussion, 132; Review, Revise, and Edit, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
<p>10.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>10.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>SE/TE: Performance Task: Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247, 350–351; Present an Informative Essay, 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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School: Giving a Presentation</p>

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<p>10.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>SE/TE: Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801; Research: Group Presentation, 745; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Whole-class Learning Strategies, 10, 134, 266, 370, 500, 664; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions: Skills</p>
<p>10.2 Reading and Writing Process</p>	
<p>Students will use a variety of recursive reading and writing processes.</p>	
<p>10.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.</p>	
<p>10.2.R.1 Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p>	<p>SE/TE: Notebook (examples), 31, 43, 77, 95, 179, 207, 227, 241, 277, 339, 381, 395, 425, 456, 475, 530, 550, 568, 582, 597, 639, 698, 721, 741, 781, 797; Respond (examples), 36, 68, 90, 136, 200, 224, 232, 268, 336, 372, 388, 418, 442, 470, 510, 534, 554, 572, 586, 634, 672, 702, 738, 786; First-Read Guide, 118, 250, 354, 484, 648, 806</p>
<p>10.2.R.2 Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.</p>	<p>SE/TE: Cite Textual Evidence, 32, 44, 45, 78, 96, 110, 180, 181, 208, 220, 228, 242, 278, 288, 296, 315, 332, 340, 382, 383, 397, 426, 438, 457, 465, 476, 531, 551, 569, 583, 598, 611, 630, 640, 699, 700, 723, 742, 754, 782; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Analyze Craft and Structure: Symbol and Theme, 209; Literary Nonfiction, 243; Seminal Documents, 279; Development of Theme, 397; Literary Nonfiction, 427; Feature Story, 477; Speaker and Theme, 631; Analogies and Theme, 755; Literary Nonfiction, 799; Oral Interpretation: Connect to the Theme, 401; Summarize, 722 TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p>

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10.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
10.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	<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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
10.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	<p>SE/TE: Prewriting/Planning, 58, 191, 229, 3222, 409, 468, 612, 615, 729; Drafting, 60, 192, 293, 300, 322, 410, 469, 613, 616, 730</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
10.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	<p>SE/TE: Drafting, 60, 192, 293, 300, 322, 410, 469, 613, 616, 730</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
10.2.W.4 Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.	<p>SE/TE: Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>

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10.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	SE/TE: Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733 Digital Resources <i>myPerspectives Plus ELA</i> >Writing and Research>Interactive Writing Lessons> The Writing Process-High School
10.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
10.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
10.3.R.1 Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.	SE/TE: Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; 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
10.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641 TE only: Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91
10.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:	
10.3.R.3.a character development	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 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

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10.3.R.3.b theme	<p>SE/TE: 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</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p>
10.3.R.3.c conflict (i.e., internal and external)	<p>SE/TE: Comprehension Check, 395; Story Elements, 441; Analyze Craft and Structure: Narrative Structure, 458; Plot Structure, 599; Structure of Greek Plays, 700</p> <p>TE only: Closer Look: Analyze Conflict, 76, 774; Analyze Climax, 206; Analyze Rising Action, 773; Narrative Structure, 783</p>
10.3.R.3.d archetypes	<p>SE/TE: Tragic Hero or Protagonist, 670; The Oedipus Myth, 673</p> <p>TE only: Understanding Tragic Flaws, 691, 720</p>
10.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:	
10.3.R.4.a figurative language	<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</p>
10.3.R.4.b imagery	<p>SE/TE: Analyze Craft and Structure: Imagery, 111; Author’s Style: Imagery, 334; Word Choice, 428, 756; Author’s Choice: Motif, 585</p> <p>TE only: Analyze Imagery, 108, 137, 607, 739, 780; Interpreting the Use of Figurative Language, 675</p>

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10.3.R.4.c tone	SE/TE: Analyze Craft and Structure: Literary Style, 33, 45; Satire, 341; Speaker, 631; Author's Style: Diction and Syntax, 210; Author's Choices: Motif, 585; Narrativ Pacing, 784; Close Read the Text, 531, 583; Analyze the Text 56 TE only: Closer Look: Infer Tone, 233; Analyze Tone, 373
10.3.R.4.d symbolism	SE/TE: Analyze Craft and Structure: Symbol and Theme, 209 TE only: Analyze Symbolism, 142, 187, 201; Symbol, 162; Analyze Allegory, 166, 170
10.3.R.4.e irony	SE/TE: Author's Choices: Literary Devices: Irony, 383; Analyze the Text, 598; Dramatic Irony, 723 TE only: Analyzing Irony, 380, 769; Identify Irony, 422; Interpret Irony, 448; Analyze Dramatic Irony, 705; Irony, 767
10.3.R.5 Students will distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.	SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Persuasive Appeals, 279; Persuasive Techniques, 641; Author's Purpose: Rhetorical Devices, 316; Analyze the Text, 228, 278; Types of Evidence, R29 TE only: Evaluate Evidence, 92
10.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.	SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Literary Nonfiction, 427; Feature Story, 477; Literary Nonfiction, 799; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare's Romances, 532; Dramatic Structure, 570, 584; Structure of Greek Plays, 700; Writing to Compare, 48-49, 292-293, 322-323, 468-469, 612-613
10.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.	SE/TE: QuickWrite, 9, 133, 265, 369, 499, 633; Writing to Sources, 515; Writing to Compare, 48-49, 292-293, 322-323, 468-469, 612-613

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<p>10.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>10.3.W.1 Narrative: Students will write narratives embedded in other modes as appropriate.</p>	<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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-High School</p>
<p>10.3.W.2 Informative - Grade Level Focus: Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p>	<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: Visual analysis, 189; 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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Informative/Explanatory Writing-High School</p>

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<p>10.3.W.3 Informative - Grade Level Focus: Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	<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: Visual analysis, 189; 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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>
<p>10.3.W.4 Argument - Grade Level Focus: Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.</p>	<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; Pitch, 184; Literary Criticism, 602; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
<p>10.3.W.5 Argument - Grade Level Focus: Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.</p>	<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; Pitch, 184; Literary Criticism, 602; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>

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10.3.W.6 Argument - Grade Level Focus: Students will blend multiple modes of writing to produce effective argumentative essays.	<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; Pitch, 184; Literary Criticism, 602; Resources Tool Kit, R8–R13</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
10.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
10.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
10.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p> <p>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p>

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<p>10.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p>	<p>SE/TE: Word Study Skills: Roots, 242, 290, 315, 426, 457, 465, 569, 600, 640, 699, 742, 754, 782, 798; Syffix, 531; Prefix, 220, 340, 551</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>10.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>10.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>SE/TE: Word Study: Connotation and Denotation, 34, 182, 228, 438, 724; Concept Vocabulary, 68, 430; Multiple-Meaning Words, 332</p> <p>TE only: Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341; Multiple-Meaning Words, 143, 165, 235, 285, 524, 561, 585, 590</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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10.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.	<p>SE/TE: Word Study, 34, 208, 220, 228, 242, 280, 290, 310, 340, 398, 457, 465, 476, 531, 551, 569, 600, 724, 782; Scientific and Technical Diction, 98; Concept Vocabulary, 200, 212, 220, 224, 280, 336, 430, 438, 699, 742, 754, 758</p> <p>TE only: Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
10.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
10.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	<p>SE/TE: Performance-Task Writing: Academic Vocabulary, 58, 190, 298, 408, 614, 728; Drafting, 60, 192, 293, 300, 322, 410, 469, 613, 616, 730; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
10.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	<p>SE/TE: Descriptive Details, 61; Dialogue, 80, 726, 785; Imagery, 334, 428, 756; Poem, 335, 633; Rhyming Couplet, 601; Sonnet, 222</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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10.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
10.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
10.5.R.1 Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.	<p>SE/TE: Author’s Style: Sentence Variety, 230; Conventions: Types of Sentences, 35; Types of Phrases, 47, 183, 244, 280; Rhetorical Devices, 291; Adverbial Clauses, 317; Adverbial Phrases, 744</p> <p>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</p>
10.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
10.5.W.1 Students will write using correct mechanics.	<p>SE/TE: Conventions: Types of Sentences, 35; Semicolon, 385, 386, 411; Create Cohesion: Quotations and Paraphrases, 617; Editing and Proofreading, 57, 173, 303, 499, 645, 741; Handbook, R64–R65</p> <p>TE only: Semicolon, 18, 150, 642; Using Quotations, 618</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation</p>
10.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.	<p>SE/TE: Conventions: Types of Sentences, 35; Conventions: Sentence Structure, 33; Grammar Handbook, R59–R60</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Sentences</p>

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10.5.W.3 Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.	<p>SE/TE: Conventions, 35, 47, 183, 244, 281, 317, 385, 459, 642, 744, 800; Grammar Handbook, R57–R66</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons</p>
10.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
10.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
10.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	<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; Gather Evidence and Media, 114, 246, 350, 480; Gather Evidence, 299; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>
10.6.R.2 Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.	<p>SE/TE: Gather Evidence and Media, 114, 246, 350, 480; Gather Evidence, 299; 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; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 10</p>
<p>10.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>SE/TE: Gather Evidence and Media, 114, 246, 350, 480; Gather Evidence, 299; 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; Conducting Research, R24–R33</p>
<p>10.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>10.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<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; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 10</p>
<p>10.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.</p>	<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; 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; 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>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>
<p>10.6.W.3 Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<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>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 10</p>
<p>10.6.W.4 Students will synthesize and present information in a report.</p>	<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; 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; 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>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

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10.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
10.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
10.7.R.1 Students will analyze techniques used to achieve the intended rhetorical purposes in written, oral, visual, digital, non-verbal, and interactive texts to generate and answer interpretive and applied questions to create new understandings.	<p>SE/TE: Analyze the Media, 88, 188, 296, 321, 348, 406; Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540, 667; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485</p> <p>In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.</p>
10.7.R.2 Students will analyze the impact of selected media and formats on meaning.	SE/TE: Analyze the Media, 88, 188, 296, 321, 348, 406; Writing to Compare, 292–293, 322–323
10.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
10.7.W.1 Students will critique the sources of multimodal content.	<p>SE/TE: Gather Evidence and Media, 114, 246, 350, 480; Gather Evidence, 299; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Deliver a Multimedia Presentation, 246–247, 350–351, 480–481; Improve Your Use of Media, 803; Multimedia Presentation, 429</p>

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10.7.W.2 Students will create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	SE/TE: Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Deliver a Multimedia Presentation, 246–247, 350–351, 480–481; Improve Your Use of Media, 803; Multimedia Presentation, 429
10.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
10.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
10.8.R.1 Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 116–117, 248–249, 352–353, 482–483, 646–647, 804–805 Independent Learning, 118–120, 250–252, 354–356, 484–486, 648–650, 806–808</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49; Independent Learning, 118A–118D, 250A–250D, 354A–354D, 484A–484E, 648A–648F, 806A–806F</p> <p>Digital Resources <i>myPerspectives ELA National Grade 9</i>>Student Edition>Units 1-6 Independent Learning</p>

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<p>10.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>10.8.W.1 Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw and justify appropriate conclusions.</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>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons</p>