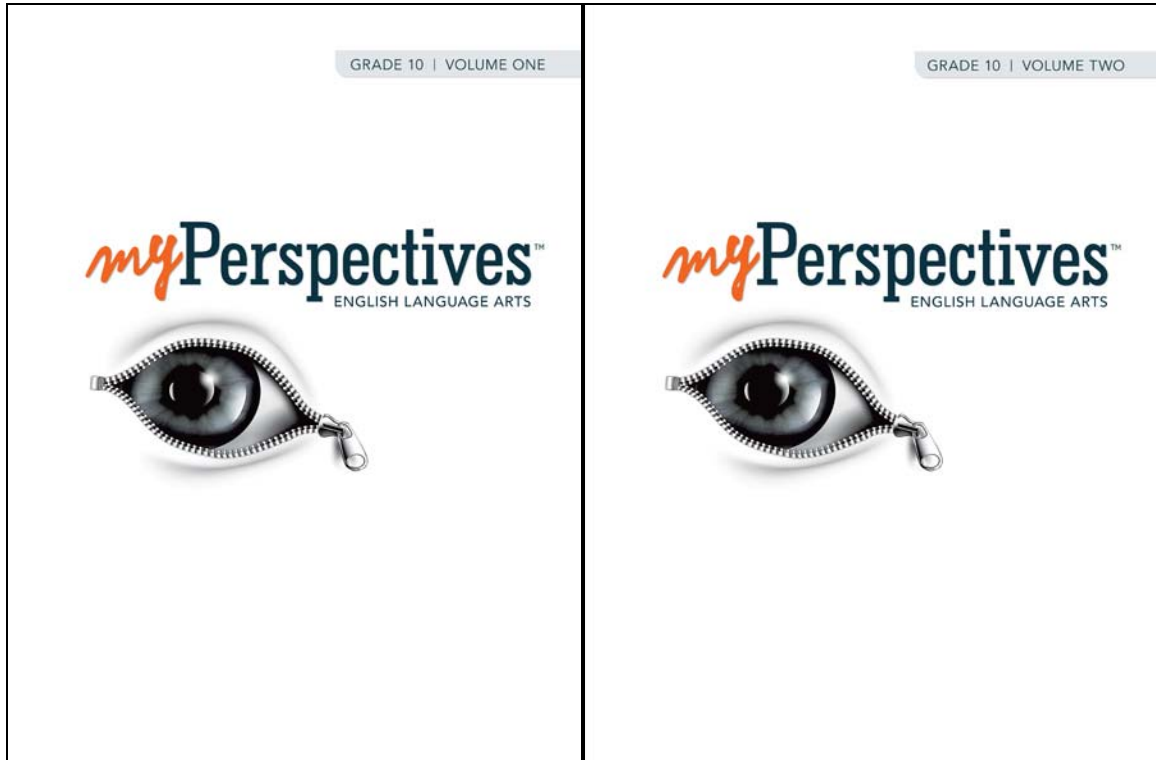


## A Correlation of



**Grade 10, ©2017**

To the

**The College Board  
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Grade 10**

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**Introduction**

This document demonstrates how **myPerspectives™ English Language Arts** meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and page number.

*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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<b>SAT READING DOMAIN</b>	
<b>Text Complexity</b>	
The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	<p>At the 10<sup>th</sup> grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p><b>TE only:</b> Personalize for Learning: U2: 136C; U3: 282C; U5: 510C; Teaching: U3: 469-476; U3: 283-286</p>
<b>Information and Ideas</b>	
These questions focus on the informational content of text.	<p><b>SE/TE:</b> Cite Textual Evidence (examples), U1: 32, 44, 45, 78; U2: 208, 220, 228, 242; U3: 278, 279, 288, 289, 296, 315, 332, 340; U4: 382, 397, 438, 457; U5: 551, 569, 583, 630; U6: 699, 700, 722, 723, 754, 782; Infer, 188, 288, 296</p> <p><b>TE only:</b> Conclude (examples), U1: 14, 17, 19, 24, 27, 29, 38, 40; U2: 137, 138, 140, 142, 147</p>

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<b>Reading closely</b>	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	<b>SE/TE:</b> Analyzing the Text/Media (examples), U1: 44, 78, 96, 110; U2: 180, 220; U3: 278, 315, 321, 332; U4: 382, 396, 426, 457; U5: 531, 551, 583; U6: 699, 722, 754
<b>Determining explicit meanings</b>	
The student will identify information and ideas explicitly stated in text.	<b>SE/TE:</b> Analyze Craft and Structure: Development of Theme, U1: 111; Seminal Documents, U3: 279; Specific Details, U5: 585; Writing to Compare, U3: 293; Writing to Sources, U3: 297 <b>TE only:</b> Strategic Support: Central Ideas, U1: 91; U2: 237; U3: 273; Infer Theme, U6: 686; Speaking and Listening, U6: 801
<b>Determining implicit meanings</b>	
The student will draw reasonable inferences and logical conclusions from text.	<b>SE/TE:</b> Infer, U1: 32; U2: 188; U3: 288, 406; U5: 531, 551, 569; Draw Conclusions, U1: 56; U6: 722 <b>TE only:</b> Conclude (examples), U1: 14, 17, 19, 24, 27, 29, 38, 40; U2: 137, 138, 140, 142, 147; Infer Character, U4: 389; Infer Characterization, U1: 106; Inferring a Character's Values, U3: 344; Infer Theme, U6: 686; Infer Author's Purpose, U1: 91
<b>Using analogical reasoning</b>	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	<b>SE/TE:</b> Research to Clarify & Research to Explore (examples), U1: 31, 43, 55; U2: 188, 207, 219; U3: 296, 314, 320, 331, 339, 347; U4: 381, 395, 425, 437, 456, 464; U5: 597, 610; U6: 753, 781; Essential Question, U1: 44, 78, 96, 110; U2: 180, 220; U3: 278, 315, 321, 332; U4: 382, 396, 426, 457; U5: 531, 551, 583; U6: 699, 722, 754

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<b>Citing textual evidence</b>	
The student will cite the textual evidence that best supports a given claim or point.	<b>SE/TE:</b> Analyzing the Text/Media (examples), U1: 44, 78, 96, 110; U2: 180, 220; U3: 278, 315, 321, 332; U4: 382, 396, 426, 457; U5: 531, 551, 583; U6: 699, 722, 754
<b>Determining central ideas and themes</b>	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	<b>SE/TE:</b> Analyze Craft and Structure: Development of Theme, U1: 111; Symbol and Theme, U2: 209; Development of Theme, U3: 397; Speaker and Theme, U5: 631; Analogies and Theme, U6: 755; Oral Interpretation: Connect to the Theme, U4: 401; Close Read the Text: Summarize, U6: 722 <b>TE only:</b> Analyzing Theme, U6: 712; Determine Theme, U2: 214; Identify Theme, U3: 328; Infer Theme, U6: 686
<b>Summarizing</b>	
The student will identify a reasonable summary of a text or of key information and ideas in text.	<b>SE/TE:</b> Unit Introductions: Summaries, U1: 8; U2: 132; U3: 264; U4: 368; U5: 498; U6: 662; Close Read the Text: Summarize, U6: 722; Notebook, U2: 241; U3: 277, 320, 330, 339; U4: 425, 437, 456; U5: 568, 582, 639; U6: 698; Respond, 250; Writing to Compare, 293 <b>TE only:</b> Writing a Summary, U2: 297; U5: 648
<b>Understanding relationships</b>	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	<b>SE/TE:</b> Infer, U1: 32; U2: 188; U3: 288, 406; U5: 531, 551, 569; Draw Conclusions, U1: 56; U6: 722; Analyze the Text, U2: 242; U3: 278, 288, 315; U4: 476; U5: 640 <b>TE only:</b> Strategic Support: Central Ideas, U1: 91; U2: 237; U3: 273; Infer Theme, U6: 686

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<b>Interpreting words and phrases in context</b>	
The student will determine the meaning of words and phrases in context.	<b>SE/TE:</b> Context Clues, U1: 68; U2: 200, 224, 226; U3: 324, 336; U4: 424, 430, 433, 435, 442, 460, 470, 472, 473; U5: 624, 627; U6: 746, 749, 751, 786, 790, 796 <b>TE only:</b> Concept Vocabulary, U1: 69, 75, 93, 105; U2: 203, 217; U3: 327, 329; U4: 420, 444, 445, 447; U5: 628
<b>Rhetoric</b>	
These questions focus on the rhetorical analysis of text.	<b>SE/TE:</b> Persuasive Techniques, U5: 641; Analyze Rhetoric, U2: 240; U5: 595; Performance Task: Write an Argument, U2: 190–195; Write an Argument, U5: 614–619 <b>TE only:</b> Analyze Rhetorical Devices, U2: 240; U3: 276; Analyze Rhetoric, U5: 595; Analyze Author’s Purpose, U6: 752; Infer Author’s Purpose, U1: 91
<b>Analyzing word choice</b>	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	<b>SE/TE:</b> Analyze Craft and Structure: Figurative Language, U3: 333; U6: 743, 755; Poetic Forms, U4: 439; Poetic Structure, U5: 552; Author’s Style: Word Choice, U3: 342; U4: 428; U5: 553; Close Read, U5: 556 <b>TE only:</b> Figurative Language, U1: 25; U2: 218, 238, 284; U3: 327, 343; U4: 455; U5: 533, 546; U6: 675, 687, 703, 764; Analyzing Oxymoron, U5: 519; Analyze Simile, U1: 71; Analyze Personification, U1: 103; Analyze Imagery, U1: 10; U5: 607; U6: 739, 780
<b>Analyzing text structure</b>	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure (examples), U1: 33, 45, 79, 97; U2: 181, 209, 221; U3: 279, 289, 316, 333, 383; U4: 427, 466; U5: 532, 552, 584, 631; U6: 700

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<b>Analyzing overall text structure</b>	
The student will describe the overall structure of a text.	<b>SE/TE:</b> Literary Devices, U4: 383; Narrative Structure, U4: 458; Poetic Structures, U4: 466; U5: 552; Shakespeare’s Romances, U5: 532; Dramatic Structure, U5: 570, 584; Plot Structure, U5: 599; Analyze Craft and Structure: Reasoning and Evidence, U2: 229; Literary Nonfiction, U2: 243; U4: 427; U6: 799; Seminal Documents, U3: 279; Feature Story, U4: 477
<b>Analyzing part-whole relationships</b>	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	<b>SE/TE:</b> Analyze Craft and Structure: Modern Gothic, U1: 79; Modernism, U2: 181; Poetic Forms, U2: 221; U4: 439; Literary Devices, U4: 383; Narrative Structure, U4: 458; Poetic Structures, U4: 466; U5: 552; Shakespeare’s Romances, U5: 532; Dramatic Structure, U5: 570, 584; Plot Structure, U5: 599; Structure of Greek Plays, U6: 700; Elements of Greek Tragedy, U6: 723; Plot, U6: 783
<b>Analyzing point of view</b>	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	<b>SE/TE:</b> Analyze Craft and Structure: Literary Style, U1: 45; Symbol and Theme, U2: 209; Satire, U3: 341; Development of Theme, U4: 397; Dramatic Structure, U5: 570; Shakespeare’s Romances, U5: 532; Elements of Greek Tragedy, U6: 723; Analyze the Text, U3: 332; Analyze Craft and Structure: Reasoning and Evidence, U2: 229 <b>TE only:</b> Understanding Point of View, U6: 793
<b>Analyzing purpose</b>	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	<b>SE/TE:</b> Author’s Purpose, U3: 316; Analyzing the Text, U3: 242; Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Reasoning and Evidence, U2: 229 <b>TE only:</b> Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91



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<b>Analyzing arguments</b>	
These questions focus on analyzing arguments for their content and structure.	<b>SE/TE:</b> Persuasive Techniques, U5: 641; Analyze Craft and Structure: Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Performance Task: Write an Argument, U2: 190–195; Write an Argument, U5: 614–619
<b>Analyzing claims and counterclaims</b>	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Literary Nonfiction, U2: 243; U4: 427; Seminal Documents, U3: 279; Author’s Purpose, U3: 316; Analyzing the Text, U3: 242; Persuasive Techniques, U5: 641; Analyze Rhetoric, U2: 240; U5: 595; Performance Task: Write an Argument, U2: 190–195; Write an Argument, U5: 614–619
<b>Assessing reasoning</b>	
The student will assess an author’s reasoning for soundness.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Literary Nonfiction, U2: 243; U4: 427; Seminal Documents, U3: 279; Author’s Purpose, U3: 316; Analyzing the Text, U3: 242; Analyze Rhetoric, U2: 240; U5: 595; Persuasive Techniques, U5: 641
<b>Analyzing evidence</b>	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Literary Nonfiction, U2: 243; U4: 427; Seminal Documents, U3: 279; Author’s Purpose, U3: 316; Analyzing the Text, U3: 242; Persuasive Techniques, U5: 641; Analyze Rhetoric, U2: 240; U5: 595; Performance Task: Write an Argument, U2: 190–195; Write an Argument, U5: 614–619

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<b>Synthesis</b>	
These questions focus on synthesizing multiple sources of information.	<b>SE/TE:</b> Analyze the Media: U1: 88; U2: 188; U3: 296, 321; Gather Evidence, U4: 409; U5: 615; Research to Clarify & Research to Explore (examples), U1: 31, 43, 55; U2: 207, 219; U3: 296, 314, 347; U4: 381, 437, 464; U6: 753, 781; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Multimedia Presentation, U4: 429
<b>Analyzing multiple texts</b>	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	<b>SE/TE:</b> Whole Class Learning: Compare Texts: <i>The Fall of the House of Usher</i> , U1: 13 & <i>House Taken Over</i> U1: 37; “The Four Freedoms Speech”, U3: 269; “Inaugural Address”, U3: 283; Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613
<b>Analyzing quantitative information</b>	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	<b>SE/TE:</b> How to Tell You’re Reading a Gothic Novel – in Pictures, U1: 50–56; Infographics, U3: 345, 346; Analyze the Media, U3: 348; Research, U3: 349

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<b>SAT WRITING AND LANGUAGE DOMAIN</b>	
<b>Text Complexity</b>	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	<p>At the 10<sup>th</sup> grade level, in <i>myPerspectives</i>, several opportunities for evidence-based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text.</p> <p>Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619; Informative Essay, U3: 358; U4: 488; Explanatory Text, U1: 122; Character Analysis, 785; Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613</p>
<b>Expression of Ideas</b>	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	<b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619; Informative Essay, U3: 358; U4: 488
<b>Development</b>	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	<b>SE/TE:</b> Write an Argument, U2: 190–195; Write an Argument, U5: 614–619; Analyze Rhetoric, U2: 240; U5: 595; Persuasive Techniques, U5: 641

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<b>Proposition</b>	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	<b>SE/TE:</b> Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613; Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619
<b>Support</b>	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Explanatory Essay, U1: 58; Elements of an Informative Text, 408; Prewriting/Planning, U1: 59; U2: 191; U3: 299; U4: 409; Drafting, U3: 300; U5: 616; Prewriting to Sources: Response to Literature, U2: 211
<b>Focus</b>	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	<b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619
<b>Quantitative information</b>	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	<b>SE/TE:</b> Speaking and Listening: Visual Presentation, U1: 89; Multimedia Presentation, U3: 360; Improve Your Use of Media, U4: 481; U6: 803; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Presentation, U3: 349; U5: 643; Multimedia Presentation, U4: 429
<b>Organization</b>	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	<b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619; Informative Essay, U3: 358; U4: 488

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<b>Logical sequence</b>	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	<b>SE/TE:</b> Whole Class Performance Task: Prewriting/Planning, U1: 59; Drafting, U1: 60; Create Cohesion, U3: 301; Create Cohesion: Transitions, U2: 193; Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613
<b>Introductions, conclusions, and transitions</b>	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	<b>SE/TE:</b> Create Cohesion, U3: 301; Create Cohesion: Transitions, U2: 193; Whole Class Performance Task: Elements of an Argument, U2: 190; U5: 614; Writing to Sources: Response to Literature, U2: 211; Prewriting/Planning, U1: 59; Revising, U1: 62; Drafting, U3: 300; U4: 410
<b>Effective language use</b>	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	<b>SE/TE:</b> Write an Argument, U2: 190–195; Write an Argument, U5: 614–619; Analyze Rhetoric, U2: 240; U5: 595; Persuasive Techniques, U5: 641
<b>Precision</b>	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Informative Text, U4: 408; Prewriting/Planning, U1: 59, 409; Drafting, U1: 60; Revising, U3: 302; Write It: Explain, U1: 98; Writing to Compare: Comparative Essay, U3: 293
<b>Concision</b>	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	<b>SE/TE:</b> Work Choice, U4: 400; U5: 533, 602; U6: 736; Whole Class Performance Task: Elements of an Informative Text, U4: 408; Prewriting/Planning, U1: 59, 409; Drafting, U1: 60; Revising, U3: 302; Write It: Explain, U1: 98; Writing to Compare: Comparative Essay, U3: 293

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<b>Style and tone</b>	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	<b>SE/TE:</b> Whole Class Performance Task: Prewriting/Planning, U1: 59; Drafting, U1: 60; Revising, U3: 302; U4: 412; Writing to Compare: Comparative Essay, U3: 293; Informative Writing, U3: 358; Elements of an Argument, U2: 190; U5: 614; Revising, U2: 194; U5: 618; Writing to Sources: Response to Literature, U2: 211
<b>Syntax</b>	
The student will use various sentence structures to accomplish needed rhetorical purposes.	<b>SE/TE:</b> Syntax, U2: 210; Conventions: Sentence Structure, U1: 35; Add Variety: Sentence Structure, U6: 731; Revising, U1: 62; U2: 194; U3: 302; U4: 412; U5: 618; U6: 732; Grammar Handbook: Sentence Structure, R59–R60
<b>Standard English Conventions</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Conventions, U1: 35, 47; U2: 183, 244; U3: 281, 291, 317; U4: 385, 459; U4: 642; U6: 744, 800; Grammar Handbook, R57–R66
<b>Sentence structure</b>	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	<b>SE/TE:</b> Conventions: Sentence Structure, U1: 35; Add Variety: Sentence Structure, U6: 731; Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Grammar Handbook: Sentence Structure, R59–R60
<b>Sentence formation</b>	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	<b>SE/TE:</b> Conventions: Sentence Structure, U1: 35; Add Variety: Sentence Structure, U6: 731; Grammar Handbook: Sentence Structure, R59–R60
<b>Sentence boundaries</b>	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	<b>SE/TE:</b> Conventions: Sentence Structure, U1: 35; Grammar Handbook: Sentence Structure, R59–R60

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Subordination and coordination	
The student will recognize and correct problems in coordination and subordination in sentences.	<b>SE/TE:</b> Conventions: Sentence Structure, U1: 35; Grammar Handbook: Sentence Structure, R59–R60
Parallel structure	
The student will recognize and correct problems in parallel structure in sentences.	<b>SE/TE:</b> Parallelism, U6: 726; Grammar Handbook: Sentence Structure, R59–R60
Modifier placement	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	<b>SE/TE:</b> Grammar Handbook: Using Modifiers, R61; also see: Vary Syntax, U6: 731; Adverbial Phrase, U6: 744
Inappropriate shifts in construction	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	<b>SE/TE:</b> Grammar Handbook: Verbs, R57; Using Verbs, R61
Verb tense, mood, and voice	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	<b>SE/TE:</b> Grammar Handbook: Verbs, R57; Using Verbs, R61
Pronoun person and number	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 <b>TE only:</b> How Language Works: Pronoun-Antecedent Agreement, U6: 776
<b>Conventions of Usage</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	<b>SE/TE:</b> Performance Task: Editing/Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Conventions, U1: 35, 47; U2: 183, 244; U3: 281, 291, 317; U4: 385, 459; U4: 642; U6: 744, 800; Grammar Handbook, R57–R66
Pronouns	
These questions focus on the proper use of pronouns.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 <b>TE only:</b> How Language Works: Pronoun-Antecedent Agreement, U1: 23, 41; U6: 776

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Pronoun clarity	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 <b>TE only:</b> Pronoun-Antecedent Agreement, U1: 23, 41; U6: 776
Possessive determiners	
The student will recognize and correct cases in which possessive determiners ( <i>its, your, their</i> ), contractions ( <i>it's, you're, they're</i> ), and adverbs ( <i>there</i> ) are confused with each other.	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R62–R63
Agreement	
These questions focus on ensuring grammatical agreement.	<b>SE/TE:</b> Grammar Handbook: Pronoun and Antecedent Agreement, R60; Subject and Verb Agreement, R60 <b>TE only:</b> How Language Works: Pronoun-Antecedent Agreement, U1: 23, 41; U6: 776; English Language Support: Subject-Verb Agreement, U6: 785
Pronoun-antecedent agreement	
The student will recognize and correct lack of agreement between pronoun and antecedent.	<b>SE/TE:</b> Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R60 <b>TE only:</b> How Language Works: Pronoun-Antecedent Agreement, U1: 23, 41; U6: 776
Subject-verb agreement	
The student will recognize and correct lack of agreement between subject and verb.	<b>SE/TE:</b> Grammar Handbook: Subject and Verb Agreement, R60 <b>TE only:</b> English Language Support: Subject-Verb Agreement, U6: 785
Noun agreement	
The student will recognize and correct lack of agreement between nouns.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60
Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i> ).	<b>SE/TE:</b> Grammar Handbook: Commonly Confused Words, R62–R63



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Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	<b>SE/TE:</b> Grammar Handbook: Adjectives & Adverbs, R57; Using Modifiers, R61; also see: Adverbial Clauses, U3: 317; Adverbial Phrase, U6: 744; Adjectival Phrase, U6: 800
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	<b>SE/TE:</b> Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60; also see Word Choice, U4: 400; U5: 533, 602U6: 726
<b>Conventions of Punctuation</b>	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	<b>SE/TE:</b> Conventions: Punctuation: U4: 385, 386, 411; Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Grammar Handbook: Punctuation, R64–R65
End-of-sentence punctuation	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Grammar Handbook: Classifying Sentences by Function, R59–R60
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	<b>SE/TE:</b> Conventions: Punctuation: U4: 385, 386, 411; Grammar Handbook: Punctuation, R64–R65
Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	<b>SE/TE:</b> Grammar Handbook: Pronoun Case, R61
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	<b>SE/TE:</b> Conventions: Punctuation: U4: 385, 386, 411; Grammar Handbook: Commas & Semicolons, R64

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Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	<b>SE/TE:</b> Conventions: Punctuation: U4: 385, 386, 411; Commas, Grammar Handbook: Commas, R64; Dashes & Parentheses, R65
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	<b>SE/TE:</b> Conventions: Punctuation: U4: 385, 386, 411; Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Grammar Handbook: Punctuation, R64–R65
<b>SAT ESSAY DOMAIN (PROVISIONAL)</b>	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p><b>SE/TE:</b> Whole Class Performance Task: Write an Explanatory Text, U1: 58–63; Write an Argument, U2: 190–195; Write an Informative Essay, U3: 298–303; Write an Informative Text, U4: 408–413; Write an Argument, U5: 614–619; Informative Essay, U3: 358; U4: 488; Explanatory Text, U1: 122; Character Analysis, 785; Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613</p>

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<b>Reading</b>	
Comprehension of the source text	<b>SE/TE:</b> Research to Clarify & Research to Explore (examples), U1: 31, 43, 55; U2: 207, 219; U3: 296, 314, 347; U4: 381, 437, 464; U5: 597, 610; U6: 753, 781; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Presentation, U3: 349; U5: 643; Multimedia Presentation, U4: 429
Understanding of central ideas, important details, and their interrelationship	<b>SE/TE:</b> Analyze Craft and Structure: Development of Theme, U1: 111; Symbol and Theme, U2: 209; Development of Theme, U3: 397; Speaker and Theme, U5: 631; Analogies and Theme, U6: 755; Oral Interpretation: Connect to the Theme, U4: 401; Summarize, U6: 722 <b>TE only:</b> Analyzing Theme, U6: 712; Determine Theme, U2: 214; Identify Theme, U3: 328; Infer Theme, U6: 686
Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)	<b>SE/TE</b> Gather Evidence, U4: 409; U5: 615; Research to Clarify & Research to Explore (examples), U1: 31, 43, 55; U2: 207, 219; U3: 296, 314, 347; U4: 381, 437, 464; U5: 597, 610; U6: 753, 781; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Multimedia Presentation, U4: 429; Conducting Research, R24–R33
Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text	<b>SE/TE:</b> Gather Evidence, U4: 409; U5: 615; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Presentation, U3: 349; U5: 643; Multimedia Presentation, U4: 429; Conducting Research, R24–R33
<b>Analysis</b>	
Analysis of the source text and understanding of the analytical task	<b>SE/TE:</b> Gather Evidence, U4: 409; U5: 615; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Presentation, U3: 349; U5: 643; Multimedia Presentation, U4: 429; Conducting Research, R24–R33

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Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Claims, U1: 97; Reasoning and Evidence, U2: 229; Literary Nonfiction, U2: 243; U4: 427; Seminal Documents, U3: 279; Author’s Purpose, U3: 316; Analyzing the Text, U3: 242; Analyze Rhetoric, U2: 240; U5: 595; Persuasive Techniques, U5: 641
Support for claims or points made in the response	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Argument, U2: 190; U5: 614; Prewriting/Planning, U2: 191; Drafting, U5: 616; Whole Class Performance Task: Prewriting/Planning, U1: 59; U3: 299; U4: 409; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17
Focus on features of the text most relevant to addressing the task	<b>SE/TE</b> Gather Evidence, U4: 409; U5: 615; Research to Clarify & Research to Explore (examples), U1: 31, 43, 55; U2: 207, 219; U3: 296, 314, 347; U4: 381, 437, 464; U5: 597, 610; U6: 753, 781; Research: Group Presentation, U1: 99; U2: 245; U6: 745; Multimedia Presentation, U4: 429; Conducting Research, R24–R33
<b>Writing</b>	
Use of a central claim	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Argument, U2: 190; U5: 614; Prewriting/Planning, U1: 59; U2: 191; U3: 299; U4: 409; Drafting, U5: 616; Elements of an Explanatory Essay, U1: 58; Elements of an Informative Text, U4: 408; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17
Use of effective organization and progression of ideas	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Explanatory Essay, U1: 58; Elements of an Informative Text, U4: 408; Prewriting/Planning, U1: 59; U2: 191; U3: 299; U4: 409; Elements of an Argument, U2: 190; U5: 614; Revising, U2: 194; U5: 618; Response to Literature, U2: 211

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Use of varied sentence structures	<b>SE/TE:</b> Conventions: Sentence Structure, U1: 35; Add Variety: Sentence Structure, U6: 731; Grammar Handbook: Sentence Structure, R59-R60
Employment of precise word choice	<b>SE/TE:</b> Whole Class Performance Task: Elements of an Informative Text, U4: 408; Prewriting/Planning, U1: 59; U4: 409; Drafting, U1: 60; Revising, U3: 302; Write It: Explain, U1: 98; Writing to Compare: Comparative Essay, U3: 293
Maintenance of a consistent, appropriate style and tone	<b>SE/TE:</b> Whole Class Performance Task: Prewriting/Planning, U1: 59; Drafting, U1: 60; Revising, U3: 302; U4: 412; Writing to Compare: Comparative Essay, U3: 293; Writing to Compare, U1: 49; U2: 293; U3: 323; U4: 469; U5: 613
Command of the conventions of standard written English	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, U1: 63; U2: 195; U3: 303; U4: 413; U5: 619; U6: 733; Conventions, U1: 35, 47; U2: 183, 244; U3: 281, 291, 317; U4: 385, 459; U4: 642; U6: 744, 800; Grammar Handbook, R57-R66