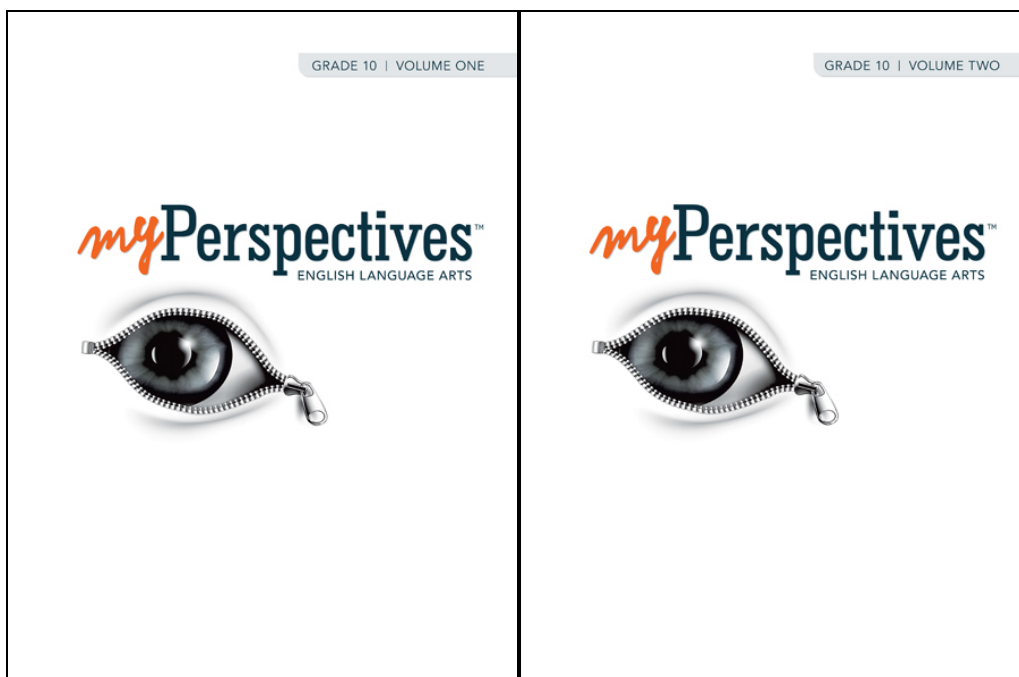


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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are also included.

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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Grade Ten	
<p>In tenth grade, students continue to build upon skills learned in earlier grades. There is a sustained emphasis on reading comprehension by comparing fiction and nonfiction texts. Students will analyze the cultural and social function and universal themes of fictional texts from different cultures. Tenth grade students will analyze and synthesize information from nonfiction texts to solve problems, answer questions, and generate new knowledge. The student will continue development of vocabulary, with attention to connotations, idioms, classical allusions, and figurative language. The student will continue to use the writing process to write/compose with an emphasis on persuasion and analysis while showing relationships among claims, reasons, and evidence from reliable sources. The student will create media messages and analyze the cause and effect relationships between mass media coverage and public opinion trends. Students will continue to use multimodal tools to create presentations both independently and in small groups. The student will continue to build research skills presenting information gathered from diverse sources, identifying misconceptions and possible bias while crediting sources using MLA or APA style. The tenth-grade student will continue to become a skilled communicator, working both independently and in collaborative groups while presenting alternate views and working toward common goals.</p>	
Communication and Multimodal Literacies	
10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.	
10.1.a Make strategic use of multimodal tools.	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Project, 407; Multimedia Presentation, 231, 360, 429; Research: Digital Presentation, 99, 345; Group Presentation, 745; Oral Presentation, 801; also see: Media, 82–89, 186–189, 402–407</p>
10.1.b Credit information sources.	<p>SE/TE: Performance Task: Deliver a Multimedia Presentation, 350–351; Annotated Bibliography, 429; Digital Presentation, 245; Multimedia Project, 407; Multimedia Presentation, 231, 360; Correct Citations, 302; Oral Presentation, 801; Quoting and Paraphrasing, R30; Formats for Citing Sources, R32; MLA Style for Listing Sources, R33</p> <p>TE only: Gather Evidence, 299</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Crediting Sources, 250</p>

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10.1.c Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.	SE/TE: Small Group Learning: List and Apply Your Rules, 66, 198, 306, 416, 622, 736; Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801
10.1.d Assume responsibility for specific group tasks.	SE/TE: Small Group Learning: List and Apply Your Rules, 66, 198, 306, 416, 622, 736; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Oral Presentation, 757; Research: Group Presentation, 745
10.1.e Include all group members and value individual contributions made by each group member.	SE/TE: Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801
10.1.f Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.	SE/TE: Performance Task, 114–115, 246–247, 350–351, 480–481, 644–645, 802–803; Performance-Based Assessment, 124, 256, 360, 490, 654, 812; Speaking and Listening: Informational Graphic, 57, 89, 113, 185, 189, 231, 297, 343, 387, 401, 407, 479, 571, 603, 727, 757, 801; Small Group Learning: List and Apply Your Rules, 66, 198, 306, 416, 622, 736
10.1.g Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.	SE/TE: Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801

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10.1.h Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.	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; Performance-Based Assessment: Informal Talk, 124; Oral Presentation, 256, 490; Multimedia Presentation, 360; Informal Speech, 654; Storytelling Session, 812; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Group Presentation, 113; Debate, 185; Discussion, 189; Multimedia Presentation, 231; Newscast, 297; Small-Group Discussion, 343; Monologue, 387; Oral Interpretation, 401; Photojournalism, 407; Debate, 479; Dramatic Reading, 571; Oral Presentation, 603, 757, 801; Oral Critique, 727
10.1.i Access, critically evaluate, and use information accurately to solve problems.	SE/TE: Speaking and Listening: Informational Graphic, 57; Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Present an Informative Text, 480–481; Media Presentation, 231; Multimedia Presentation, 360; Research: Presentation, 349
10.1.j Use reflection to evaluate one’s own role and the group process in small-group activities.	SE/TE: Performance Task: Evaluation and Instruction Guide, 115, 247, 351, 481, 645, 803
10.1.k Evaluate a speaker’s point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.	SE/TE: Performance Task: Present an Informative Essay, 480–481; Present an Argument, 644–645; Speaking and Listening: Debate, 185, 479; Oral Critique, 727
10.2 The student will examine, analyze, and produce media messages.	
10.2.a Create media messages for diverse audiences.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 246–247, 350–351; Performance-Based Assessment: Multimedia Presentation, 360; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 231; Newscast, 297; Photojournalism, 407; Dramatic Reading, 571

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10.2.b Credit information sources.	<p>SE/TE: For related material see: Performance Task: Deliver a Multimedia Presentation, 246–247, 350–351; Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29</p> <p><i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Crediting Sources, 250</p>
10.2.c Evaluate sources for relationships between intent, factual content, and opinion.	<p>SE/TE: Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29; also see: Create Own Informational Graphic, 57; Media, 82-89, 402-407; Inaugural Address (Media/Video), 294–296; Comparing Text to Media: Interview, 318–321; <i>from</i> Freedom of the Press, 345–347; Creating an Informational Graphic, 349</p>
10.2.d Analyze the impact of selected media formats on meaning.	<p>SE/TE: Analyze the Media, 88, 188, 296, 321, 348, 406; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 231; Newscast, 297; Photojournalism, 407</p>
10.2.e Analyze the purpose of information and persuasive techniques used in diverse media formats.	<p>SE/TE: Analyze the Media, 88, 188, 296, 321, 348, 406; Performance Task: Present an Argument, 644–645; also see: Reasoning and Evidence, 229; Rhetorical Devices, 316; Persuasive Techniques, 641</p>
10.2.f Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	<p>SE/TE: Analyze the Media, 88, 188, 296, 321, 348, 406; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 231; Newscast, 297; Photojournalism, 407</p>

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10.2.g Describe possible cause and effect relationships between mass media coverage and public opinion trends.	SE/TE: Fro related material see: "Inaugural Address" by John F. Kennedy, 283; <i>from</i> "Freedom of the Press Report 2015", 345 <i>Additional Resources:</i> myPerspectives Plus: Analyze Craft ad Structure: Cause and Effect Organization; Graphic Organizers: Cause and Effect Map
10.2.h Monitor, analyze, and use multiple streams of simultaneous information.	SE/TE: Performance Task: Deliver a Multimedia Presentation, 246–247, 350–351; Performance-Based Assessment: Multimedia Presentation, 360; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 231; Newscast, 297; Photojournalism, 407; Dramatic Reading, 571; Analyze the Media, 88, 188, 296, 321, 348, 406
10.2.i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	SE/TE: Gather Evidence, 299; Plan It, 429; Research: Multimedia Presentation (website and bibliography), 429; Speaking and Listening, 801; Consulting Print and Digital Sources, R25; Using Search Terms and Evaluating Internet Domains, R26 TE only: Good Evidence and Media, 114, 246; Used Varied Types of Evidence, 191; Research, 504, 564, 807 <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School
Reading	
10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
10.3.a Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.	SE/TE: Suffix, 96, 208, 531, 640; Prefix, 110, 220, 340, 551; Roots, 242, 280, 290, 315, 384, 426, 465, 476, 569, 600, 699, 742, 754, 782, 798; Synonyms, 34, 68, 182, 200, 324, 336, 430, 460, 624, 746; Antonym, 224 TE only: Vocabulary Development, 418

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10.3.b Use context, structure, and connotations to determine meanings of words and phrases.	<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; Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 105, 203, 217, 327, 329, 420, 444, 445, 447, 628</p>
10.3.c Discriminate between connotative and denotative meanings and interpret the connotation.	<p>SE/TE: Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724; Concept Vocabulary, 68, 430</p> <p>TE only: Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341</p>
10.3.d Explain the meaning of common idioms.	<p>SE/TE: How to Read Shakespeare, 508</p> <p>TE only: English Language Support: Idioms, 38, 51, 69, 139, 144, 160, 203, 274, 445, 472, 607, 697, 764</p>
10.3.e Explain the meaning of literary and classical allusions and figurative language in text.	<p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Allusion, 745</p> <p>TE only: Figurative Language, 25, 218, 238, 284, 327, 343, 455, 533, 546, 675, 687, 703, 764; Analyze Simile, 71; Analyze Personification, 103; Identify Allusion, 451; Analyze Metonymy, 558; Personification, 628; Vocabulary Development, 498; Researching Allusions, 537</p>

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10.3.f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	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 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
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	
10.4.a Make inferences and draw conclusions using references from the text(s) for support.	SE/TE: Infer, 32, 531, 551, 569; Draw Conclusions, Predict, 56; Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Analyze the Media, 321; Analyze the Text, 88, 396 TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147
10.4.b Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	SE/TE: Compare: The Fall of the House of Usher, 12–35; House Taken Over, 36–49; The Golden Touch, 442–459; <i>from</i> King Midas, 460–469; Analyze Craft and Structure: Gothic Literature, 33; Magical Realism, 45; Modern Gothic, 79; Modernism, 181; Seminal Documents, 279, 289; Shakespeare’s Romances, 532; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Prewriting, 612 Narrative Structure, 458, 783 TE only: Understanding Point of View, 793

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10.4.c Interpret the cultural or social function of world and ethnic literature.	<p>SE/TE: Social Commentary, Satire, 341; Literary Journalism, 427; Literature and Culture: Historical context (The Tempest), 502–503; Theater in Elizabethan England, 504–505; Meet the Playwright, 506–507; How to Read Shakespeare, 508–509; Literature and Culture: Historical Context (Oedipus the King), 666; Ancient Greek Theater, 668–669; Aristotle and Greek Tragedy, 670–671</p> <p>TE only: Infer Social Commentary, 237; Decipher Social Commentary, 638</p>
10.4.d Analyze universal themes prevalent in the literature of different cultures.	<p>SE/TE: Analyze Craft and Structure: Development of Theme, 111; Symbol and Theme, 209; Development of Theme, 397; Speaker and Theme, 631; Analogies and Theme, 755; Oral Interpretation: Connect to the Theme, 401; Close Read the Text: Summarize, 722</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p>
10.4.e Examine a literary selection from several critical perspectives.	<p>SE/TE: Analyze Craft and Structure: Practice, 33, 45, 79, 181, 333, 783; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Explanatory Text, 122–123; Response to Literature, 211; Create Cohesion: Quotations and Paraphrases, 617; Close Read the Text: Summarize, 722</p>

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10.4.f Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.	<p>SE/TE: Analyze Craft and Structure: Development of Theme, 111; Modernism, 181; Symbol and Theme, 209; Development of Theme, 397; Narrative Structure, 458, 783; Author’s Style: Character Development, 80, 399; Characterization, 553</p> <p>TE only: Analyze Characterization, 70, 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character’s Values, 344; Interpreting Dynamic Characters, 695; Analyze Setting, 72; Analyze Conflict, 76; Analyze Climax, 206</p> <p><i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Archetypal Theme; Theme; Character and Characterization; Conflict</p>
10.4.g Interpret how themes are connected within and across texts.	<p>SE/TE: Analyze Craft and Structure: Development of Theme, 111; Modernism, 181; Symbol and Theme, 209; Development of Theme, 397; Speaker and Theme, 631; Analogies and Theme, 755; Oral Interpretation: Connect to the Theme, 401; Close Read the Text: Summarize, 722; Writing to Compare, 48–49</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p> <p><i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Archetypal Theme; Theme; Common Core Companion: Analyzing a Central Idea or Theme, 22</p>
10.4.h Explain the influence of historical context on the form, style, and point of view of a literary text(s).	<p>SE/TE: Literature and Culture: Historical Context (The Tempest), 502–503; Theater in Elizabethan England, 504–505; Meet the Playwright, 506–507; How to Read Shakespeare, 508–509; Literature and Culture: Historical Context (Oedipus the King), 666; Ancient Greek Theater, 668–669; Aristotle and Greek Tragedy, 670–671</p>

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10.4.i Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.	SE/TE: Author’s Choices: Word Choice, 743; Specific Details, 334; Word Choice: Imagery and Sensory Details, 428; Word Choice and Meaning, 756
10.4.j Compare/contrast details in literary and informational nonfiction texts.	SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613
10.4.k Compare and contrast how literary devices convey a message and elicit a reader’s emotions.	SE/TE: Analyze Craft and Structure: Literary Style: Gothic Literature, 33; Symbol and Theme, 209; Literary Devices, 383; Author’s Choices: Word Choice, 743; Imagery, 111; Specific Details, 334; Word Choice: Imagery and Sensory Details, 428; Word Choice and Meaning: Sensory Details, Imagery, and Juxtaposition, 756 TE only: Figurative Language, 25; Analyze Personification, 103, 608; Analyze Imagery, 108, 137, 739
10.4.l Compare and contrast character development in a play to characterization in other literary forms.	SE/TE: Writing to Compare: Compare Characters, 469; Character Profiles, 613; also see: Author’s Style: Character Development, 80, 399; Characterization, 553; Writing to Sources: Character analysis, 400, 785; Analyze Craft and Structure: Characters, 397 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
10.4.m Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Analyze the Media, 321 TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147

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10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.	
10.5.a Analyze text features and organizational patterns to evaluate the meaning of texts.	SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 427, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478; Analyze the Text, 56
10.5.b Recognize an author’s intended audience and purpose for writing.	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
10.5.c Skim materials to develop an overview and locate information.	SE/TE: Media: Informational Graphic, 51–57; Research, 745; Conducting Research, R24–25; Using Search Terms, R26; Taking Notes, R27; Reviewing Research Findings, R28–R29 TE only: Skim, Predict, and Use a KWL Chart, 118; English Language Support, 322; Strategic Support, 481 <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Analyzing Structural Features
10.5.d Compare and contrast informational texts for intent and content.	SE/TE: Prepare to Compare, 292; Write to Compare, 293; Compare: The “Four Freedoms” Speech, 268–281; Inaugural Address, 282–293; Comparing Text to Media: Interview, 318–321
10.5.e Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	SE/TE: Media: Informational Graphic, 51–57; Close Review, 56; Create own informational graphic, 57; <i>from</i> Freedom of the Press, 345–347; Creating an Informational Graphic, 349 TE Only: Interpret Graphics, 54, 346; Personalize for Learning: Infographics, 5

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10.5.f Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	SE/TE: Draw Conclusions, 56; Infer, 188, 288, 296; Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze the Text, 32, 57, 78, 315, 396, 476, 531, 569; Read It, 291 TE only: Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269
10.5.g Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	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; Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Conducting Research, R24–R33
10.5.h Analyze ideas within and between selections providing textual evidence.	SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Connect Across Texts, 191, 299, 409, 615
10.5.i Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	SE/TE: Summary, 132, 264, 662; Notebook, 95, 227, 241, 277, 287, 314, 320, 347, 406, 425, 475, 639, 741, 797; Analyze Craft and Structure: Development of Ideas, 799
10.5.j Use reading strategies throughout the reading process to monitor comprehension.	SE/TE: Comprehension Check, 95, 227, 241, 277, 287, 314, 320, 347, 406, 425, 475, 639, 741, 797; Analyzing the Text/Media, 96, 228, 242, 278, 288, 315, 321, 348, 406, 426, 476, 640, 742, 798; Analyze Craft and Structure (Practice), 97, 229, 243, 279, 289, 316, 477, 641, 743, 799

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Writing	
10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.	
10.6.a Engage in writing as a recursive process.	SE/TE: Performance Task: Write an Explanatory Essay, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–733; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613
10.6.b Plan and organize writing to address a specific audience and purpose.	SE/TE: Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Writing to Compare, 49, 293, 323, 469, 613; Writing to Sources, 81, 122, 184, 189, 211, 254, 297, 335, 358, 386, 400, 441, 488, 533, 602, 633, 652, 726, 785, 810
10.6.c Adjust writing content, technique, and voice for a variety of audiences and purposes.	SE/TE: Performance Task, 58–63, 190–195, 298–303, 408–413, 614–619, 728–733; Prewriting, 282 myPerspectives Plus: Writing and Research: Interactive writing Lessons: The Writing Process-High School
10.6.d Communicate clearly the purpose of the writing using a thesis statement.	SE/TE: Drafting: Writing a Thesis Statement, 293; Elements of an Informative Essay, 298; Develop a Working Thesis, 299; Drafting, 300; Create Cohesion: Integrate Information, 301; Write a Thesis, 323; Write a Working Thesis, 409; Drafting, 410; Analyze the Texts, 480; Review Evidence, 487; Elements of Argument, 614; Write a First Draft, 616; Create Cohesion: Quotations and Paraphrases, 617 TE only: Writing to Sources, 184
10.6.e Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.	SE/TE: Performance Task, 58–63, 190–195, 298–303, 408–413, 614–619, 728–733; Performance-Based Assessment Prep, 121, 253, 357, 487, 651, 809; Performance-Based Assessment, 122–123, 254–255, 358–359, 488–489, 652–653, 810–811

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10.6.f Compose a thesis statement for persuasive writing that advocates a position.	SE/TE: Drafting, 192; Elements of Argument, 614; Write a First Draft, 616; Create Cohesion: Quotations and Paraphrases, 617
10.6.g Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.	SE/TE: Performance Task: Write an Explanatory Essay, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303, 408–413; Write an Argument, 614–619; Performance-Based Assessment: Essay, 122–123, 254–255, 358–359, 422–123, 254–255, 358–359, 488–489, 652–653
10.6.h Identify counterclaims and provide counter-arguments.	SE/TE: Performance Task: Write an Argument, 190–195, 614–619; Writing to Sources: Argument, 254–255, 652–653; Literary Criticism, 602; Performance-Based Assessment Prep: Review Evidence for an Argument, 253, 651
10.6.i Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.	SE/TE: Performance Task, 58–63, 190–195, 298–303, 408–413, 614–619, 728–733; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613
10.6.j Blend multiple forms of writing including embedding a narrative to produce effective essays.	SE/TE: For related material see: Create Cohesion: Integrate Information in Different Way, 301 from Write an Informative Essay, 298–303; Connect Across Texts, 615; Drafting, 616 myPerspectives Plus: Writing and Research: Interactive writing Lessons: The Writing Process-High School
10.6.k Elaborate ideas clearly through word choice.	SE/TE: Whole Class Performance Task: Descriptive Details, 61; Prewriting / Planning, 59, 409; Drafting, 60; Revising, 302; Write It: Explain, 98; Whole Class Performance Task: Elements of an Argument, 190, 614; Elements of an Informative Text, 408; Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441

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10.6.l Use textual evidence to compare and contrast multiple texts.	SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Connect Across Texts, 191, 299, 409, 615
10.6.m Revise writing for clarity of content, accuracy, and depth of information.	SE/TE: Performance Task: Revising, 62, 194, 302, 412, 618, 732; Review, Revise, and Edit, 49, 293, 323, 469, 613
10.6.n Write and revise to a standard acceptable both in the workplace and in postsecondary education.	SE/TE: Performance Task, 58–63, 190–195, 298–303, 408–413, 614–619, 728–733; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613
10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	
10.7.a Use parallel structure across sentences and paragraphs.	SE/TE: Author’s Style: Parallel Structure, 230; Parallelism, 291 TE only: Understand Parallelism, 283, 311, 587, 777; How Language Works: Parallel Structure, 329; Constructing Parallel Sentences, 725 myPerspectives Plus: Common Core Companion: Using Parallel Structure, 310; Conventions: Interactive Grammar Practice Lessons: Sentences: Parallel Structure; Grammar Worksheets: Parallel Structure
10.7.b Use complex sentence structure to infuse sentence variety in writing.	SE/TE: Sentence Variety: Alternating Length, 478; Conventions: Types of Sentences, 35; Author’s Style: Sentence Variety, 230; Sentence Types, 35, 731 myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Sentences: Complex and Compound-Complex; Grammar Tutorials: Sentence Structure

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10.7.c Distinguish between active and passive voice.	SE/TE: For related material see: Types of Phrases & Clarification, 183 TE only: For related material see: Using Verbs, R61 myPerspectives Plus: Conventions: Grammar Tutorials: Active and Passive Voice Tutorial; Grammar Worksheets: Active and Passive Voice
10.7.d Use colons correctly.	SE/TE: Editing for English Language Conventions: Colons, R64; also see: Semicolons, 385, 411 <i>Additional Resources:</i> myPerspectives Plus: Common Core Companion: Using Colons, 316; Conventions: Interactive Grammar Practice Lessons: Punctuation: Colons and Semicolons; Grammar Tutorials: Semicolons and Colons Tutorial
10.7.e Analyze the writing of others and suggest how writing might be improved.	SE/TE: Evaluating Your Draft, 62, 194, 302, 412, 618, 732; Peer Review, 63, 195, 303, 413, 619, 733; Working as a Team, 66, 198, 306, 416, 622, 736
Research	
10.8 The student will find, evaluate, and select credible resources to create a research product.	
10.8.a Verify the accuracy, validity, and usefulness of information.	SE/TE: Evaluate Visuals, 99; Evaluate Your Evidence, 121, 253, 487; Reasoning and Evidence, 229; Gather Evidence, 299; Assess Your Data, 349; Evaluate Quality of Evidence, 412, 651; Evaluate the Strength of Your Details, 809; Drafting, 616; Revising, 194, 618; Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29 TE only: Used Varied Types of Evidence, 191; Evaluate Evidence, 92; Research, 504, 537, 564

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10.8.b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.	SE/TE: Create Cohesion: Integrate Information, 301; Research to Clarify and Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 753, 781, 797; Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Infographic, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358 Conducting Research, R24–R33
10.8.c Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.	SE/TE: Evaluate Visuals, 99; Evaluate Your Evidence, 121, 253, 487; Reasoning and Evidence, 229; Gather Evidence, 299; Assess Your Data, 349; Evaluate Quality of Evidence, 412, 651; Evaluate the Strength of Your Details, 809; Drafting, 616; Revising, 194, 618 TE only: Used Varied Types of Evidence, 191; Evaluate Evidence, 92; Research, 504, 537, 564
10.8.d Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	SE/TE: Annotated Bibliography, 429; Correct Citations, 302; Quoting and Paraphrasing, R30; Formats for Citing Sources, R32; MLA Style for Listing Sources, R33 TE only: Gather Evidence, 299 <i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Avoiding Plagiarism, 247; Using a Style Manual, 320

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10.8.e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<p>SE/TE: Create Cohesion: Integrate Different Types of Information (plagiarism), 301; Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30; Formats for Citing Sources, R32; MLA Style for Listing Sources, R33</p> <p>TE only: Gather Evidence, 299</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Avoiding Plagiarism, 247</p>
10.8.f Demonstrate ethical use of the Internet.	<p>SE/TE: Gather Evidence, 299; Plan It, 429; Research: Multimedia Presentation (website and bibliography), 429; Speaking and Listening, 801; Consulting Print and Digital Sources, R25; Using Search Terms and Evaluating Internet Domains, R26</p> <p>TE only: Good Evidence and Media, 114, 246; Used Varied Types of Evidence, 191; Research, 504, 564, 807</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Crediting Sources, 250</p>