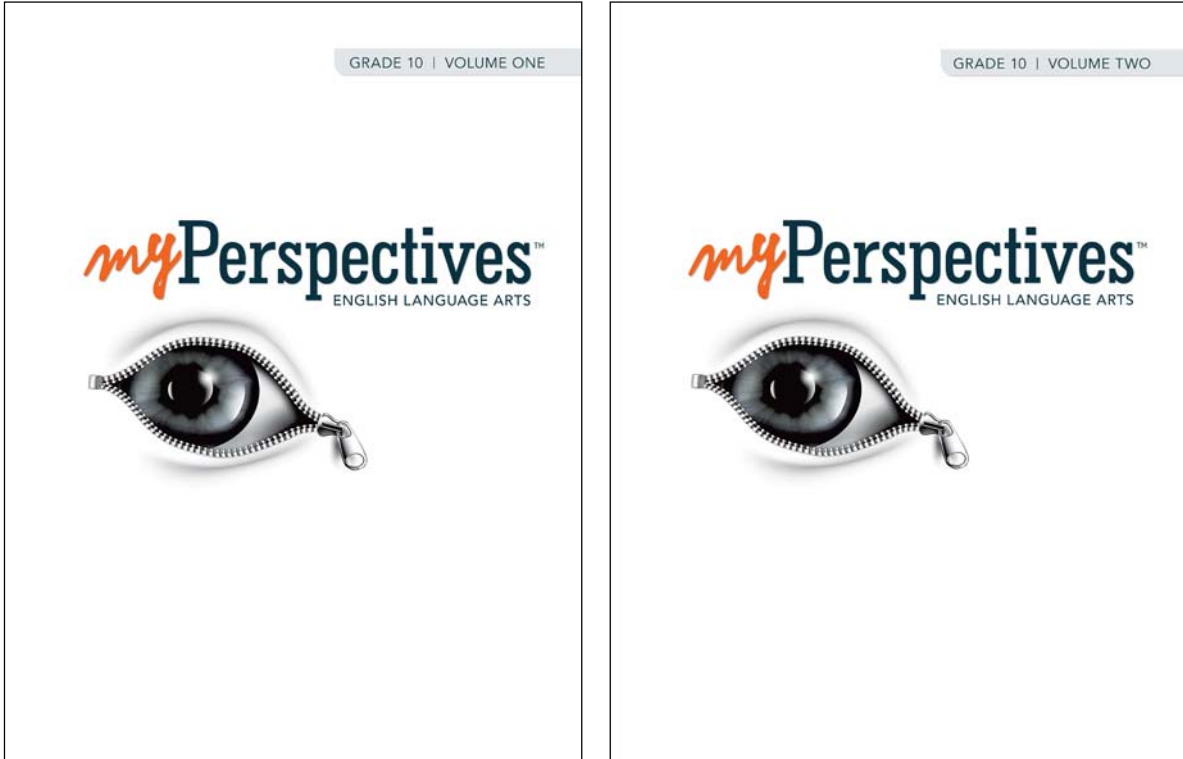


A Correlation of

# myPerspectives

Grade 10, ©2017



To the

## Virginia

### English Standards of Learning

## Grade 10



# A Correlation of myPerspectives ©2017, Grade 10 to the Virginia English Standards of Learning

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title 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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Virginia English Standards of Learning	myPerspectives, ©2017 Grade 10
<b>Grade Ten</b>	
<b>Communication: Speaking, Listening, Media Literacy</b>	
10.1 The student will participate in, collaborate in, and report on small-group learning activities.	
a) Assume responsibility for specific group tasks.	<b>SE/TE:</b> 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
b) Collaborate in the preparation or summary of the group activity.	<b>SE/TE:</b> Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479, 603; Discuss, 189; Speaking and Listening: Debate, 479; Small Group Performance Task: Practice With Your Group, 645; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734
c) Include all group members in oral presentation.	<b>SE/TE:</b> Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801
d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.	<b>SE/TE:</b> Performance Task: Evaluation and Instruction Guide, 115, 247, 351, 481, 645, 803
e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.	<b>SE/TE:</b> Speaking and Listening: Group Presentation, 113; Debate, 185, 479, 603; Media Presentation, 231; Oral Presentation, 757; Present and Discuss, 426; Oral Presentation, 757, 801
f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	<b>SE/TE:</b> 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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g) Access, critically evaluate, and use information accurately to solve problems.	<b>SE/TE:</b> 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
h) Evaluate one’s own role in preparation and delivery of oral reports.	<b>SE/TE:</b> Performance Task: Evaluation and Instruction Guide, 115, 247, 351, 481, 645, 803
i) Use a variety of strategies to listen actively.	<b>SE/TE:</b> Speaking and Listening: Debate, 185; Discuss, 189; Small Group Discussion, 343; Debate, 479, 603; Discuss, 727; Oral Presentation, 757; Present and Discuss, 426; Research: Group Presentation, 745; Whole-class Learning Strategies, 10, 134, 266, 370, 500, 664
j) Analyze and interpret other’s presentations.	<b>SE/TE:</b> Performance Task: Present and Evaluate, 115, 247, 351, 481, 645, 803
k) Evaluate effectiveness of group process in preparation and delivery of oral reports.	<b>SE/TE:</b> Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479, 603; Discuss, 189; Speaking and Listening: Debate, 479; Small Group Performance Task: Practice you’re your Group, 645; Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734
10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.	
a) Use media, visual literacy, and technology skills to create products.	<b>SE/TE:</b> Performance Task: Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Media Presentation, 231; Multimedia Project, 407; Multimedia Presentation, 360; Research: Digital Presentation, 99; Group Presentation, 745; also see: Media, 82–89, 186–189, 402–407

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b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.	<b>SE/TE:</b> Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29; also see: Close Review, 56; 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
c) Determine the author’s purpose and intended effect on the audience for media messages.	<b>SE/TE:</b> Media, 82-89, 402-407; Analyze the Media, 321; Inaugural Address (Media/Video), 294–296; Comparing Text to Media: Interview, 318–321
d) Identify the tools and techniques used to achieve the intended focus.	<b>SE/TE:</b> Media: Informational Graphic, 51–57; Close Review, 56; 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 <b>TE Only:</b> Interpret Graphics, 54, 346; Personalize for Learning: Infographics, 5
<b>Reading</b>	
10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	<b>SE/TE:</b> 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
b) Use context, structure, and connotations to determine meanings of words and phrases.	<b>SE/TE:</b> 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 <b>TE only:</b> Concept Vocabulary, 69, 75, 93, 105, 203, 217, 327, 329, 420, 444, 445, 447, 628

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c) Discriminate between connotative and denotative meanings and interpret the connotation.	<b>SE/TE:</b> Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724; Concept Vocabulary, 68, 430 <b>TE only:</b> Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341
d) Identify the meaning of common idioms.	<b>SE/TE:</b> Old Words and Different Meanings, 508 <b>TE only:</b> English Language Support: Idioms, 38, 51, 69, 139, 144, 160, 203, 274, 445, 472, 607, 697, 764
e) Identify literary and classical allusions and figurative language in text.	<b>SE/TE:</b> Analyze Craft and Structure: Figurative Language, 333, 743, 755 <b>TE only:</b> 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
f) Extend general and specialized vocabulary through speaking, reading, and writing.	<b>SE/TE:</b> 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 <b>TE only:</b> 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

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g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<b>SE/TE:</b> Old Colloquial language, 342; Dialect, 399; Words and Different Meanings, 508 <b>TE only:</b> English Language Support: Idioms, 38, 51, 69, 139, 144, 160, 203, 274, 445, 472, 607, 697, 764
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	
a) Identify main and supporting ideas.	<b>SE/TE:</b> 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 <b>TE only:</b> Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686
b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.	<b>SE/TE:</b> 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 <b>TE only:</b> Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147
c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	<b>SE/TE:</b> 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 <b>TE only:</b> Understanding Point of View, 793



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d) Analyze the cultural or social function of literature.	<b>SE/TE:</b> 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 <b>TE only:</b> Infer Social Commentary, 237; Decipher Social Commentary, 638
e) Identify universal themes prevalent in the literature of different cultures.	<b>SE/TE:</b> 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 <b>TE only:</b> Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686
f) Examine a literary selection from several critical perspectives.	<b>SE/TE:</b> 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
g) Explain the influence of historical context on the form, style, and point of view of a literary text.	<b>SE/TE:</b> 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

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h) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.	<b>SE/TE:</b> Author’s Style: Diction and Syntax, 210; Word Choice, 553; Analyze Craft and Structure: Figurative Language, 333, 743, 755 <b>TE only:</b> 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
i) Compare and contrast literature from different cultures and eras.	<b>SE/TE:</b> Prepare to Compare, 48, 468, 612; Writing to Compare, 49, 469, 613; 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
j) Distinguish between a critique and a summary.	<b>SE/TE:</b> Write a Summary (distinguish from opinion/critique), 8, 132, 264, 368, 498, 662; 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
k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader’s emotions.	<b>SE/TE:</b> Analyze Craft and Structure: Literary Style, 33, 45; Modern Gothic, 79; Poetic Forms, 221; Figurative Language, 333; Literary Devices, 383; Poetic Forms, 439; Poetic Structures, 466, 552; Rhymed Couplets, 599; Poetry: Audience, Speaker, 631; Figurative Language, 743, 755 <b>TE only:</b> Analyze Rhyme Scheme, 104; Analyze Rhyme, 463; Understanding Iambic Pentameter, 515; Identify Imagery, 607; Identify Imagery, 739; Interpret Sound Devices, 762

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l) Compare and contrast character development in a play to characterization in other literary forms.	<b>SE/TE:</b> 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 <b>TE only:</b> 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
m) Use reading strategies to monitor comprehension throughout the reading process.	<b>SE/TE:</b> 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 <b>TE only:</b> Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147
10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.	
a) Identify text organization and structure.	<b>SE/TE:</b> Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478
b) Recognize an author’s intended audience and purpose for writing.	<b>SE/TE:</b> Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641 <b>TE Only:</b> Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595
c) Skim manuals or informational sources to locate information.	<b>SE/TE:</b> Media: Informational Graphic, 51–57; Research, 745; Conducting Research, R24–25; Using Search Terms, R26; Taking Notes, R27; Reviewing Research Findings, R28–R29
d) Compare and contrast informational texts.	<b>SE/TE:</b> 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

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e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	<b>SE/TE:</b> 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 <b>TE Only:</b> Interpret Graphics, 54, 346; Personalize for Learning: Infographics, 5
f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	<b>SE/TE:</b> 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, 57, 315, 476; Read It, 291 <b>TE only:</b> Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269
g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	<b>SE/TE:</b> 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
h) Use reading strategies throughout the reading process to monitor comprehension.	<b>SE/TE:</b> First–Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; First–Read: Nonfiction, 290, 224, 232, 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First–Read Guide: 118, 250, 354, 484, 648, 806, Close–Read Guide: 119, 251, 355, 485, 649, 807 <b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i> , T38–T49 (includes titles such as: <i>Frankenstein</i> , <i>The Alchemist</i> , <i>Beloved</i> , <i>Things Fall Apart</i> )

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Virginia English Standards of Learning	myPerspectives, ©2017 Grade 10
<b>Writing</b>	
10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.	
a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	<b>SE/TE:</b> 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
b) Synthesize information to support the thesis.	<b>SE/TE:</b> Create Cohesion: Integrate Information, 301; 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; Conducting Research, R24–R33
c) Elaborate ideas clearly through word choice and vivid description.	<b>SE/TE:</b> 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
d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.	<b>SE/TE:</b> Sentence Variety: Alternating Length, 478; Conventions: Types of Sentences, 35; Author’s Style: Sentence Variety, 230; Sentence types, 35, 731
e) Organize ideas into a logical sequence using transitions.	<b>SE/TE:</b> Create Cohesion: Transitions, 193; Create Cohesion, 301; also see: Whole Class Performance Task: Prewriting/ Planning, 59; Drafting, 60; Revising, 412
f) Revise writing for clarity of content, accuracy, and depth of information.	<b>SE/TE:</b> Performance Task: Prewriting/ Revising, 62, 194, 302, 412, 618, 732

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g) Use computer technology to plan, draft, revise, edit, and publish writing.	<b>SE/TE:</b> Research: Digital Presentation, 99, 245; Multimedia Presentation, 360, 643; Improve Your Use of Media, 481, 803; Publishing and Presenting, 63, 195, 303, 413, 619, 733; also see: Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Drafting, 60, 192, 293, 300, 410, 616, 730; Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733
10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Distinguish between active and passive voice.	<b>SE/TE:</b> For related material see: Auxiliary Verbs, 183
b) Apply rules governing use of the colon.	<b>SE/TE:</b> Editing for English Language Conventions: Colons, R63; also see: Semicolons, 385, 411
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<b>SE/TE:</b> Formats for Citing Sources, R32; MLA Style for Listing Sources, R33
d) Differentiate between in-text citations and works cited on the bibliography page.	<b>SE/TE:</b> Create Cohesion: Integrate Different Types of Information, 301; Formats for Citing Sources, R32; MLA Style for Listing Sources, R33
e) Analyze the writing of others.	<b>SE/TE:</b> Analyze Writing Model, 58, Model Argument, 190, 614; Model Informative Essay, 298, 408; Model Nonfiction Narrative, 728; Peer Review, 63, 195, 303, 413, 619, 733
f) Describe how the author accomplishes the intended purpose of a piece of writing.	<b>SE/TE:</b> Peer Review, 63, 195, 303, 413, 619, 733
g) Suggest how writing might be improved.	<b>SE/TE:</b> Evaluating Your Draft, 62, 194, 302, 412, 618, 732; Peer Review, 63, 195, 303, 413, 619, 733
h) Proofread and edit final product for intended audience and purpose.	<b>SE/TE:</b> Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Conventions, 281, 317; Semicolons, 385, 386, 411; Word Study, 110; Grammar Handbook, R63–R64

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<b>Research</b>	
10.8 The student will collect, evaluate, organize, and present information to create a research product.	
a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.	<b>SE/TE:</b> Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Present an Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Multimedia Presentation, 429
b) Develop the central idea or focus.	<b>SE/TE:</b> 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; Conducting Research, R24–R33; 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;
c) Verify the accuracy, validity, and usefulness of information.	<b>SE/TE:</b> Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<b>SE/TE:</b> Create Cohesion: Integrate Information, 301; Evaluating Internet Domains, R26; Reviewing Research Findings, R28–R29; 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

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<b>Virginia English Standards of Learning</b>	<b>myPerspectives, ©2017 Grade 10</b>
e) 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).	<b>SE/TE:</b> Formats for Citing Sources, R32; MLA Style for Listing Sources, R33
f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<b>SE/TE:</b> Create Cohesion: Integrate Different Types of Information (plagiarism), 301; Formats for Citing Sources, R32; MLA Style for Listing Sources, R33