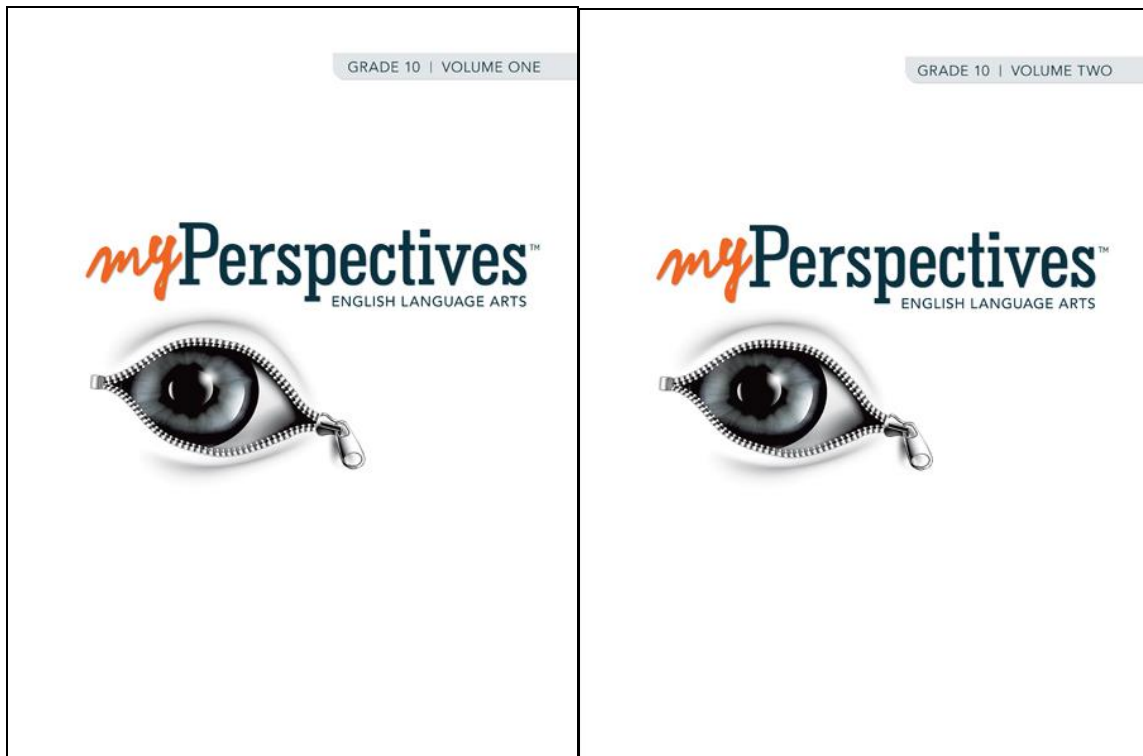


## A Correlation of



**Grade 10, ©2017**

**To the**

**North Carolina  
Standard Course of Study  
for English Language Arts  
Grade 10**

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**Table of Contents**

<b>READING: LITERATURE .....</b>	<b>3</b>
<b>READING: INFORMATIONAL TEXT .....</b>	<b>7</b>
<b>WRITING .....</b>	<b>11</b>
<b>SPEAKING AND LISTENING .....</b>	<b>20</b>
<b>LANGUAGE .....</b>	<b>25</b>

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**A Correlation of myPerspectives, Grade 10 ©2017 to the  
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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>READING: LITERATURE</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p><b>RL.9-10.1</b> Cite strong and thorough textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.</p>	<p><b>SE/TE:</b> "The Fall of the House of Usher," 33; "The Metamorphosis," 148, 161, 166, 170, 175, 180; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 332; "La Rinconada, Peru, Searching for Beauty," 421, 426–427; <i>The Tempest</i>, 531, 551, 569</p> <p>In addition, students will apply this standard in <i>Analyze the Text</i> features, which appear with every literature selection.</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 2–3, 9</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<p><b>RL.9-10.2</b> Determine a <b>theme</b> of a text and <b>analyze</b> in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an <b>objective summary</b> of the text.</p>	<p><b>SE/TE: [Theme]</b> “beware: do not read this poem” / “The Raven” / “Windigo,” 111; “The Doll’s House,” 209; “Civil Peace,” 397; <i>The Tempest</i>, 570, 585; <i>Oedipus the King</i>, 686, 689, 712, <b>[Summary]</b> Common Core Companion, 15–16; In addition, students will apply this standard as they write summaries to complete <i>First Read</i> and <i>Comprehension Check</i> activities, which appear with every literature selection.</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 15, 22  <i>myPerspectives Plus ELA</i>&gt;Reading and Literary Analysis&gt;Theme</p>
<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<p><b>RL.9-10.3 Analyze</b> how complex <b>characters develop</b> over the course of a text, interact with other <b>characters</b>, and advance the plot or <b>develop</b> the <b>theme</b>.</p>	<p><b>SE/TE:</b> “Where Is Here?” 80; “Civil Peace,” 399; <i>The Tempest</i>, 553; “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; “They are hostile nations” / “Under a Certain Little Star,” 631</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 28–29</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.4</b> – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
<p><b>RL.9-10.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in the text; <b>analyze</b> the cumulative impact of specific word choices on <b>meaning</b> and <b>tone</b>.</p>	<p><b>SE/TE:</b> “The Metamorphosis,” 182; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 332–334; “The Censors,” 338, 342; <i>The Tempest</i>, 553, 585; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 756</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 35–36, 42  <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language  <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Sound Devices  <i>myPerspectives Plus ELA</i>&gt;Reading Skills and Literary Analysis&gt;Rhyme  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Analysis Skills</p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<p><b>RL.9-10.5</b> <b>Analyze</b> how an author’s choices concerning how to <b>structure</b> a text, order <b>events</b> within it, and manipulate time create effects such as mystery, tension, or surprise.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 48; “Sonnet, With Bird” / “Elliptical” / “Fences,” 221–222; “The Necklace,” 382; <i>The Tempest</i>, 552, 570, 584, 599, 601; “The Country of the Blind,” 783–784</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 48–49</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RL.9-10.6 Analyze</b> a particular <b>perspective</b> or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<p><b>SE/TE:</b> “House Taken Over,” 45; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 328, 332; “The Censors,” 340–341; “Civil Peace,” 394, 397; “The Golden Touch,” 451, 454, 457</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 55–56</p>
<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RL.9-10.7 Analyze</b> the representation of a subject or a key scene in two different <b>artistic mediums</b> , including what is emphasized or absent in each treatment.	<p><b>SE/TE:</b> “Franz Kafka and Metamorphosis,” 188; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; <i>Oedipus the King</i>, 727</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 62–63</p>
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>K-12 Not applicable to literature.</b>	
<b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RL.9-10.9 Analyze</b> how an author adopts or adapts source material in a specific work.	<p><b>SE/TE:</b> “Sonnet, With Bird” / “Elliptical” / “Fences,” 220–221; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 69–70</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<p><b>RL.9-10.10</b> By the end of grade 10, read and understand literature at the high end of the 9-10 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p><b>SE/TE:</b> “The Fall of the House of Usher,” 12; “House Taken Over,” 36; “Where Is Here?” 68; “Windigo,” 100; “The Metamorphosis,” 136; “The Necklace,” 372; <i>The Tempest</i>, 510, 532, 534, 554, 572, 586; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746; “The Country of the Blind,” 758</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 76–77</p>
<b>READING: INFORMATIONAL TEXT</b>	
<b>CCR Anchor Standard R.1</b> – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p><b>RI.9-10.1</b> Cite strong and thorough textual <b>evidence</b> to support <b>analysis</b> of what the text says <b>explicitly</b> as well as <b>inferences</b> drawn from the text.</p>	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56; Franz Kafka and Metamorphosis, 187–188; “Inaugural Address,” John F. Kennedy, 288; “Diane Sawyer Interviews Malala Yousafzai,” 321; “Freedom of the Press Report 2015,” 346</p> <p>In addition, students will apply this standard in Analyze the Text features, which appear with every informational text selection.</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 84–85, 91</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.2</b> – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the <b>key supporting details</b> and ideas.	
<p><b>RI.9-10.2</b> Determine a <b>central idea</b> of a text and <b>analyze</b> its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an <b>objective summary</b> of the text.</p>	<p><b>SE/TE: [Central Idea]</b> “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Neither Justice Nor Forgetting,” 496, 614; “Let South Africa Show the World How to Forgive,” 641 <b>[Summary]</b> Unit Introductions: Unit 1: 8; Unit 2: 132; Unit 3: 264; Unit 4: 368; Unit 5: 498; Unit 6: 662; In addition, students will apply this standard as they write summaries to complete most <i>First Read</i> and <i>Comprehension Check</i> activities.</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 97–98, 104</p>
<b>CCR Anchor Standard R.3</b> – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<p><b>RI.9-10.3 Analyze</b> how the author unfolds an <b>analysis</b> or <b>series</b> of ideas or <b>events</b> including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p><b>SE/TE:</b> “Why Do Some Brains Enjoy Fear?” 97; “Revenge of the Geeks,” 229; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “The Thrill of the Chase,” 477; “The Neglected Senses,” 799</p> <p><b><u>Digital Resources</u></b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 110–111</p>



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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.4</b> – Interpret words and <b>phrases</b> as they are used in a text and analyze how specific word choices shape meaning or tone.	
<b>RI.9-10.4</b> Determine the <b>meaning</b> of words and <b>phrases</b> as they are used in a text; <b>analyze</b> the cumulative impact of specific word choices on <b>meaning</b> and <b>tone</b> .	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; “Why Do Some Brains Enjoy Fear?” 98; “Inaugural Address,” John F. Kennedy, 286, 289, 291; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; “View from the Empire State Building,” 743</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 117–118, 124  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Analysis Skills</p>
<b>CCR Anchor Standard R.5</b> – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RI.9-10.5</b> <b>Analyze</b> how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p><b>SE/TE:</b> “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 312; 313; 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 130–131</p>
<b>CCR Anchor Standard R.6</b> – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
<b>RI.9-10.6</b> Determine an author’s <b>point of view</b> or purpose in a text and <b>analyze</b> how an author uses <b>rhetoric</b> to advance that <b>point of view</b> or purpose.	<p><b>SE/TE:</b> The “Four Freedoms” Speech, 279; “Inaugural Address,” John F. Kennedy, 283, 286, 288–289; “Speech at the United Nations,” 312, 313, 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 427</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 137–137, 144</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.7</b> – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
<b>RI.9-10.7 Analyze</b> various accounts of a subject told in different <b>mediums</b> , determining which details are emphasized in each account.	<p><b>SE/TE:</b> “Inaugural Address,” John F. Kennedy (video), 294–297; <i>Speech at the United Nations / “Diane Sawyer Interviews Malala Yousafzai,”</i> 322; “Let South Africa Show the World How to Forgive,” 641</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 150–151</p>
<b>CCR Anchor Standard R.8</b> – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
<b>RI.9-10.8 Delineate</b> and <b>evaluate</b> the argument and specific <b>claims</b> in a text, assessing whether the reasoning is valid and the <b>evidence</b> is relevant and sufficient; identify false statements and fallacious reasoning.	<p><b>SE/TE:</b> “Revenge of the Geeks,” 229; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Let South Africa Show the World How to Forgive,” 641</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 157–158</p>
<b>CCR Anchor Standard R.9</b> – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RI.9-10.9 Analyze</b> influential documents of historical and literary significance, including how they address related <b>themes</b> and concepts.	<p><b>SE/TE:</b> The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy, 288; <i>The “Four Freedoms” Speech / “Inaugural Address,”</i> John F. Kennedy, 292; “Inaugural Address,” John F. Kennedy (video), 296</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 164–165</p> <p>See myPerspectives Grade 11 for additional United States documents of historical and literary significance.</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard R.10</b> – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
<p><b>RI.9-10.10</b> By the end of grade 10, read and understand informational texts at the high end of the 9-10 <b>text complexity band proficiently</b> and <b>independently</b> for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</p> <p><b>SE/TE:</b> “The Dream Collector,” 82; “Why Do Some Brains Enjoy Fear?” 90; “Franz Kafka and Metamorphosis,” 186; “Revenge of the Geeks,” 224; “Inaugural Address,” John F. Kennedy, 282; “Fit for a King: Treasures of Tutankhamun,” 402; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418; “The Thrill of the Chase,” 470; “Let South Africa Show the World How to Forgive,” 634; “The Neglected Senses,” 786</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 171–172</p>
<b>WRITING</b>	
<b>CCR Anchor Standard W.1</b> – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<p><b>W.9-10.1</b> Write <b>arguments</b> to support <b>claims</b> in an <b>analysis</b> of substantive topics or texts, using valid reasoning and relevant and sufficient <b>evidence</b>.</p>	<p><b>SE/TE:</b> “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 179–189  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lesson&gt;Argumentative Writing-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 179–189  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lesson&gt;Argumentative Writing-High School</p>
<p>b. Introduce precise <b>claim(s)</b>, <b>distinguish</b> the claim(s) from alternate or opposing <b>claims</b>, and create an <b>organization</b> that establishes clear relationships among <b>claim(s)</b>, <b>counterclaims</b>, <b>reasons</b>, and <b>evidence</b>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, Unit 5: 615; Performance-Based Assessment, Unit 2: 253, Unit 5: 651</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 179–189  <i>myPerspectives Plus ELA</i>&gt;Writing and Research&gt;Interactive Writing Lesson&gt;Argumentative Writing-High School</p>
<p>c. <b>Develop claim(s)</b> and <b>counterclaims</b> fairly, supplying <b>evidence</b> for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 190–191, Unit 5: 616, <i>The Tempest</i>, 602; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 181, 183</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>d. Use words, <b>phrases</b>, and clauses to link the major sections of the text, create <b>cohesion</b>, and clarify the relationships between <b>claim(s)</b> and reasons, between reasons and <b>evidence</b>, and between <b>claim(s)</b> and <b>counterclaims</b>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 193, Unit 5: 617; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 182, 186-187</p>
<p>e. Establish and maintain a <b>formal style</b> and <b>objective tone</b> while attending to the <b>norms and conventions of the discipline</b> in which they are writing.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, 254, 652;</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 182, 184</p>
<p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 185</p>
<p>g. <b>Develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> "The Metamorphosis," 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; "The Doll's House," 210; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 179–189  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Argumentative Writing-High School&gt;The Writing Process-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p><b>CCR Anchor Standard W.2</b> – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>W.9-10.2</b> Write <b>informative/explanatory texts</b> to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and <b>analysis</b> of content.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 48; “Franz Kafka and Metamorphosis,” 189; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 190–201  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Informative/ Explanatory Writing-High School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 190–201  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Informative/ Explanatory Writing-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include <b>formatting, graphics</b> , and multimedia when useful to aiding comprehension.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 58–59, 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 121, Unit 3: 357, Unit 4: 487</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 192, 194, 201, 300–301</p>
c. <b>Develop</b> the topic with well-chosen, relevant, and sufficient facts, <b>extended definitions, concrete details</b> , quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 58–60, Unit 3: 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 192, 198–199</p>
d. Use appropriate and varied <b>transitions</b> to link the major sections of the text, create <b>cohesion</b> , and clarify the relationships among complex ideas and concepts.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 411; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 195</p>
e. Use precise language and <b>domain-specific vocabulary</b> to manage the complexity of the topic.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 61, Unit 3: 300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 196–197, 198–199</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>f. Establish and maintain a <b>formal</b> style and <b>objective tone</b> while attending to the <b>norms and conventions of the discipline</b> in which they are writing.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 60, Unit 3: 300, Unit 4: 412; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 196–197</p>
<p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 410; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 196</p>
<p>h. <b>Develop</b> and strengthen writing as needed by <b>revising, editing,</b> rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech / “Inaugural Address,”</i> John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest / “En el Jardín de los Espejos Quebrados,</i> Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 190–201  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Informative/ Explanatory Writing-High School&gt;The Writing Process-High School</p>



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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard W.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W.9-10.3</b> Write <b>narratives</b> to <b>develop</b> real or imagined experiences or <b>events</b> using effective technique, well-chosen details, and well-structured event sequences.	<p><b>SE/TE:</b> “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 202–212  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p><b>SE/TE:</b> “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 202–212  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>
b. Engage and orient the reader by setting out a problem, situation, or <b>observation</b> , establishing one or multiple <b>point(s) of view</b> , and introducing a narrator and/or <b>characters</b> ; create a smooth progression of experiences or <b>events</b> .	<p><b>SE/TE:</b> “Where Is Here?” 81; “Avarice” / “The Good Life” / “Money,” 441; Whole-Class Performance Task, Unit 6: 729–730; Performance-Based Assessment, Unit 6: 809</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 204–205  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>c. Use narrative techniques, such as <b>dialogue, pacing, description, reflection</b>, and multiple plot lines, to <b>develop</b> experiences, <b>events</b>, and/or characters.</p>	<p><b>SE/TE:</b> "Avarice" / "The Good Life" / "Money," 441; <i>Oedipus the King</i>: 726; Whole-Class Performance Task, Unit 6: 72</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 207  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>
<p>d. Use a variety of techniques to sequence <b>events</b> so that they build on one another to create a <b>coherent</b> whole.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, 728, Unit 6: 729; Performance-Based Assessment, Unit 6: 810</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 206  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>
<p>e. Use precise words and <b>phrases</b>, telling details, and sensory language to convey a vivid picture of the experiences, <b>events, setting</b>, and/or <b>characters</b>.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 61, Unit 6: 730; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 334; Performance- Based Assessment, Unit 6: 810</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature 208  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>f. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the <b>narrative</b>.</p>	<p><b>SE/TE:</b> Whole-Class <i>Performance Task</i>: Unit 6: 730, 732; Performance-Based Assessment, Unit 6: 810</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 208, 209-210  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School</p>
<p>g. <b>Develop</b> and strengthen writing as needed by <b>revising, editing</b>, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific <b>purpose</b> and audience.</p>	<p><b>SE/TE:</b> "Where Is Here?" 81; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 335; <i>Oedipus the King</i>, 726; "The Country of the Blind," 785</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 202–212  <i>myPerspectives Plus ELA</i>&gt;Interactive Writing Lesson&gt;Narrative Writing-High School&gt;The Writing Process-High School</p>
<p><b>CCR Anchor Standard W.4</b> – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.</p>	
<p><b>W.9-10.4</b> Use <b>digital tools</b> and resources to <b>produce, publish</b>, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE/TE:</b> "Encountering the Other," 245; "Freedom of the Press Report 2015," 349; "Fit for a King: Treasures of Tutankhamun," 407; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; "View from the Empire State Building," 745</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 227–228</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard W.5</b> – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<b>W.9-10.5</b> Conduct short as well as more sustained <b>research</b> projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>SE/TE:</b> “Why Do Some Brains Enjoy Fear?” 98; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View from the Empire State Building,” 745  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook Literature, 234–235, 238
<b>CCR Anchor Standard W.6</b> – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
<b>W.9-10.6</b> Gather relevant information from multiple authoritative print and <b>digital sources</b> , using advanced searches effectively; assess the usefulness of each source in answering the <b>research</b> question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>SE/TE:</b> “Encountering the Other,” 244; Whole-Class Performance Task, Unit 3: 298–303; Performance-Based Assessment, Unit 3: 360; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook Literature, 241–254
<b>SPEAKING AND LISTENING</b>	
<b>CCR Anchor Standard SL.1</b> – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	
<b>SL.9-10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<b>SE/TE:</b> “beware: do not read this poem” / “The Raven” / “Windigo,” 113–114; “The Metamorphosis,” 185; “The Censors,” 343; “The Country of the Blind,” 757; “The Neglected Senses,” 801  <b>Digital Resources</b> <i>myPerspectives Plus ELA</i> >Standards Practice> Common Core Companion Workbook Literature, 274–281 <i>myPerspectives Plus ELA</i> > Speaking and Listening> Conversations and Discussions-High School

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to <b>evidence</b> from texts and other <b>research</b> on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p><b>SE/TE:</b> Share Your Independent Learning, 120; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 280  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-High School</p>
<p>b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p>	<p><b>SE/TE:</b> "Revenge of the Geeks," 231; "Freedom of the Press Report 2015," 349; Small-Group Performance Task, Unit 1: 114, Unit 2: 247, Unit 3: 351</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 280  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-High School</p> <p>Students will apply this standard in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p>c. Propel conversations by posing and responding to <b>questions</b> that relate the current discussion to broader <b>themes</b> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>SE/TE:</b> “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 280-281  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-High School</p> <p>Students will apply this standard in Launch Activity features, which appear in the Unit Introductions and in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</p>
<p>d. <b>Respond</b> thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the <b>evidence</b> and reasoning presented.</p>	<p><b>SE/TE:</b> “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645; <i>Oedipus the King</i>, 727</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 280-281  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Conversations and Discussions-High School</p> <p>Students will apply this standard in Launch Activity features, which appear in the Unit Introduction; in Working as a Team features, which appear in the Small-Group Learning Overview lessons, and in Group Discussion Tips, which appear throughout the program.</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>CCR Anchor Standard SL.2</b> – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
<b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351; “Revenge of the Geeks,” 231; “View From the Empire State Building,” 745</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 282–283  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation-High School</p>
<b>CCR Anchor Standard SL.3</b> – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
<b>SL.9-10.3 Evaluate</b> a speaker’s <b>point of view, reasoning,</b> and use of <b>evidence</b> and <b>rhetoric,</b> identifying any fallacious reasoning or exaggerated or distorted <b>evidence.</b>	<p><b>SE/TE:</b> “The Metamorphosis,” 184; The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy (video), 296; <i>The Tempest</i>, 602; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 286–287, 290  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Evaluating Presentations-High School</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p><b>CCR Anchor Standard SL.4</b> – Present information, findings, and supporting evidence such that listeners can follow the <b>line of reasoning</b> and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p><b>SL.9-10.4</b> Present information, findings, and supporting <b>evidence</b> clearly, concisely, and logically such that listeners can follow the <b>line of reasoning</b> and the organization, development, substance, and style are appropriate to <b>purpose</b>, audience, and task.</p>	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 57; “Franz Kafka and Metamorphosis,” 189; “Revenge of the Geeks,” 231; “The Necklace,” 386; “Civil Peace,” 401; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351, Unit 4: 480–481, Unit 5: 644, Unit 6: 802; Performance-Based Assessment, Unit 1: 124, Unit 2: 257, Unit 3: 360, Unit 4: 490, Unit 5: 654</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 293–294, 297  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation-High School</p>
<p><b>CCR Anchor Standard SL.5</b> – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>SL.9-10.5</b> Make strategic use of <b>digital media</b> in presentations to enhance understanding of findings, reasoning, and <b>evidence</b> and to add interest.</p>	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 57; “The Dream Collector,” 89; “Why Do Some Brains Enjoy Fear?” 99; “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; Small-Group Performance Task, 114–115, 350–351, 481, 803; Performance-Based Assessment, Unit 3: 360, Unit 6: 812</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 300–301  <i>myPerspectives Plus ELA</i>&gt;Speaking and Listening&gt;Giving a Presentation-High School</p>



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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<b>LANGUAGE</b>	
<b>CCR Anchor Standard L.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
<p><b>L.9-10.1</b> Demonstrate command of the conventions of standard English <b>grammar</b> and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 47; “The Metamorphosis,” 182; “Encountering the Other,” 244; The “Four Freedoms” Speech, 281; “The Golden Touch,” 459; “Let South Africa Show the World How to Forgive,” 642; “View From the Empire State Building,” 744; “The Neglected Senses,” 800; Whole-Class Performance Task, Unit 3: 303;</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 310–312  <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Find It, Fix It</p>
<b>CCR Anchor Standard L.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
<p><b>L.9-10.2</b> Demonstrate command of the conventions of standard English capitalization, <b>punctuation</b>, and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 303, Unit 4: 411, Unit 6: 731; “The Necklace,” 385; “Civil Peace,” 399</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 314–318  <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Grammar Tutorials&gt;Capitalization Grammar Tutorial&gt;More Capitalization Grammar Tutorial&gt;Commas Grammar Grab&gt;Dashes Grammar Grab&gt;Hyphens Grammar Tutorial&gt;Quotation Marks Grammar Grab</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p><b>CCR Anchor Standard L.3</b> – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
<p><b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different <b>contexts</b>, to make effective choices for <b>meaning</b> or style, and to comprehend more fully when reading or listening.</p>	<p><b>SE/TE:</b> “Revenge of the Geeks,” 230; “Inaugural Address,” John F. Kennedy, 291; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; “Civil Peace,” 399</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 320</p>
<p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 191, 195; Research, R30–33</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 320-321</p>
<p>b. Use parallel structure.</p>	<p><b>SE/TE:</b> “Revenge of the Geeks,” 230; The “Four Freedoms” Speech, 272; “Inaugural Address,” John F. Kennedy, 283, 291; Speech at the United Nations, 311; <i>Oedipus the King</i>, 724</p> <p><b>Digital Resources</b> <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 310</p>

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

North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p><b>CCR Anchor Standard L.4</b> – Determine and/or clarify the meaning of unknown and multiple-meaning words and <b>phrases</b> by using <b>context</b> clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p><b>L.9-10.4</b> Determine and/or clarify the <b>meaning of unknown and multiple-meaning words and phrases</b> based on grades 9–10 reading and content, choosing flexibly from a range of strategies: <b>context</b> clues, word parts, <b>word relationships</b>, and <b>reference materials</b>.</p>	<p>Students address this standard with in Concept Vocabulary features throughout the program, including but not limited to the following:</p> <p><b>SE/TE:</b> "Where Is Here?" 68; "Why Do Some Brains Enjoy Fear?" 90; "Encountering the Other," 232; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 418; "Avarice" / "The Good Life" / "Money," 430; "The Golden Touch," 442; "The Thrill of the Chase," 470; "View From the Empire State Building," 738, 742; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 746, 754; "The Country of the Blind," 758; <i>The Tempest</i>, 583; "The Neglected Senses," 786</p> <p><b>Digital Resources</b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 322, 324, 326, 328;  <i>myPerspectives Plus ELA</i>&gt;Conventions&gt;Find It, Fix It</p>

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

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North Carolina Standard Course of Study for English Language Arts	myPerspectives Grade 10
<p><b>CCR Anchor Standard L.6</b> – Acquire and use accurately a range of general academic and <b>domain-specific</b> words and <b>phrases</b> sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p><b>L.9-10.6</b> Acquire and use accurately general academic and <b>domain-specific</b> words and <b>phrases</b>, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when considering a word or <b>phrase</b> important to comprehension or expression.</p>	<p><b>SE/TE:</b> “Why Do Some Brains Enjoy Fear?” 96, 98; “Franz Kafka and Metamorphosis,” 186; “Inaugural Address,” John F. Kennedy (video), 294; “Diane Sawyer Interviews Malala Yousafzai,” 318, 321; “Freedom of the Press Report 2015,” 344, 348</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “The Dream Collector,” 82, 88; “Fit for a King: Treasures of Tutankhamun,” 406; “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 611; “They are hostile nations” / “Under a Certain Little Star,” 630; Unit Goals: 4, 128, 260, 364, 494, 658</p> <p><b><u>Digital Resources</u></b>  <i>myPerspectives Plus ELA</i>&gt;Standards Practice&gt;Common Core Companion Workbook Literature, 334–335  <i>myPerspectives Plus ELA</i>&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lesson&gt; Domain-Specific Academic Vocabulary &gt; General Academic Vocabulary</p>