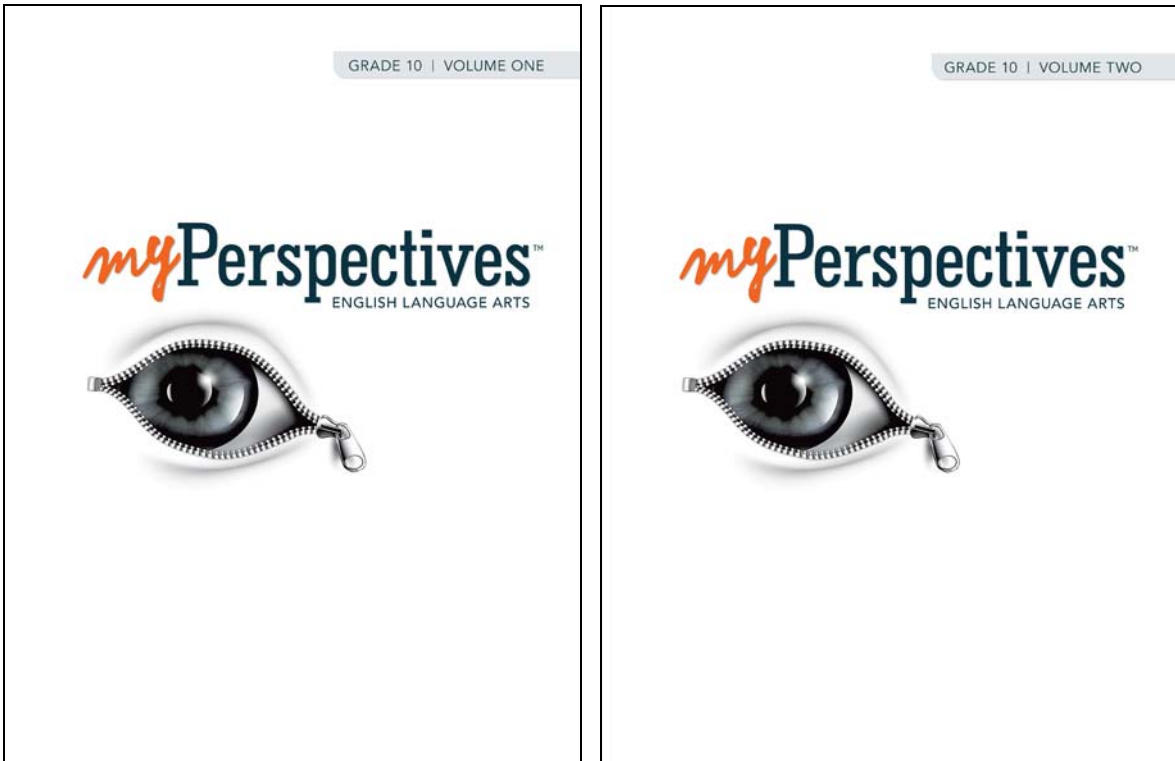


A Correlation of



Grade 10 ©2017

To the

**Arkansas
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Standards (2016)**

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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity 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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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 10
Grade-Level Standards for Reading Literature	
Grade 9-10	
Key Ideas and Details	
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.</p>	<p>SE/TE: 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; Infer, 32, 531, 551, 569; Analyze the Media, 321 TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147</p> <p><u>Additional Resources</u> Common Core Companion, 2-14</p>
<p>RL.9-10.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i>. • Determine a <i>theme</i> of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. 	<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 TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p> <p><u>Additional Resources</u> Common Core Companion, 15-27</p>
<p>RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the <i>theme</i>.</p>	<p>SE/TE: Author’s Style: Character Development, 80, 399; Characterization, 553; Writing to Sources: Character analysis, 400, 785; Analyze Craft and Structure: Characters, 397; Writing to Compare: Compare Characters, 469; Character Profiles, 613 TE only: Analyze Characterization, 70, 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character’s Values, 344; Interpreting Dynamic Characters, 695</p> <p><u>Additional Resources</u> Common Core Companion, 28-34</p>

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Craft and Structure	
<p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal <i>tone</i>).</p>	<p>SE/TE: Close Read the Text, 44; Word Study: Connotation and Denotation, 182, 438, 457; Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Imagery, 334; Word Choice, 553; Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782</p> <p>TE only: Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p> <p><u>Additional Resources</u> Common Core Companion, 35–47</p>
<p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>SE/TE: Analyze Craft and Structure: Modern Gothic, 79; Modernism, 181; Poetic Forms, 221, 439; Literary Devices, 383; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare’s Romances, 532; Dramatic Structure, 570, 584; Plot Structure, 599; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Plot, 783; Author’s Style: Poetic Forms</p> <p><u>Additional Resources</u> Common Core Companion, 48–54</p>
<p>RL.9-10.6 Analyze a particular <i>point of view</i>, <i>perspective</i>, or cultural experience reflected in a work of literature, including works from outside the United States.</p>	<p>SE/TE: Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; Dramatic Structure, 570; Shakespeare’s Romances, 532; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Analyze the Text, 332</p> <p>TE only: Understanding Point of View, 793</p> <p><u>Additional Resources</u> Common Core Companion, 55–61</p>

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Integration of Knowledge and Ideas	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <u>Landscape with the Fall of Icarus</u>).	SE/TE: Media: Franz Kafka and Metamorphosis, 186–188; Speaking and Listening: Listen to Performance, 727; also see: Prepare to Compare, 48, 468; Analyze Craft and Structure: Poetic Forms, 439; Narrative Structure, 458 <i>Additional Resources</i> Common Core Companion, 62–68
RL.9-10.8 Not applicable to literature.	No applicable according to the Arkansas English Language Arts Standards
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the <u>Bible</u> ; how a later author draws on a play by Shakespeare).	SE/TE: Author's Style: Poetic Form, 222, 632; Prepare to Compare, 468, 612 <i>Additional Resources</i> Common Core Companion, 69–75

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Range of Reading and Level of Text Complexity	
By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	<p>SE/TE: First-Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Close-Read Guide, 119,251, 355, 485, 649, 807</p> <p><u>Literary fiction selections include the following:</u> The Fall of the House of Usher, 12; House Taken Over, 36; Where Is Here?, 68; beware, do not read this poem; The Raven; Windigo, 100; The Metamorphosis, 136; The Doll’s House, 200; Sonnet, With Bird; Elliptical; Fences, 212; Caged Bird; Some Advice to Those Who Will Serve Time in Prison, 324, 334; The Censors, 336, 342; The Necklace, 372; Civil Peace, 388; Material World, 402; Avarice; The Good Life; Money, 430; The Golden Touch, 442; King Midas, 460; The Tempest, 510, 534, 554, 572, 586; En El Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection; Caliban, 604; They are hostile nations; Under a Certain Little Star, 624; Oedipus the King, 672, 702; Blind; The Blind Seer of Ambon; On His Blindness, 746; The Country of the Blind, 758</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: Frankenstein, The Alchemist, Beloved, Things Fall Apart)</p> <p><u>Additional Resources</u> Common Core Companion, 76–82</p>

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Grade-Level Standards for Reading Informational Text	
Key Ideas and Details	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.</p>	<p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Infer, 188, 288, 296; Analyze the Text, 57, 315, 476; Read It, 291</p> <p>TE only: Conclude (examples), 51, 53, 54, 91, 94, 137, 234, 237, 238, 240, 269</p> <p><u>Additional Resources</u> Common Core Companion, 84–96</p>
<p>RI.9-10.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> • Provide an <i>objective summary</i> of the text. • Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. 	<p>SE/TE: Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze the Text, 242, 278, 288, 315, 476, 640; Summary, 8, 132, 264, 368, 498, 662</p> <p><u>Additional Resources</u> Common Core Companion, 97–109</p>
<p>RI.9-10.3 Analyze how the author structures an analysis or series of ideas or events, 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>SE/TE: Analyze the Text, 96; Read It: Structure, 230; Analyze Craft and Structure: Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Literary Nonfiction, 427; Feature Story, 477; Literary Nonfiction, 799</p> <p><u>Additional Resources</u> Common Core Companion, 110–116</p>

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Craft and Structure	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).	<p>SE/TE: Concept Vocabulary (informational), 50, 56, 90, 96, 100, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 418, 426, 430, 470, 476, 634, 640, 738, 742, 746, 786, 798; Author’s Style: Sentence Variety, 230; Word Choice, 428; Conventions: Rhetorical Devices, 291; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Domain Vocabulary, 98</p> <p><u>Additional Resources</u> Common Core Companion, 117–129</p>
RI.9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., section, chapter).	<p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 799; Author’s Style: Word Choice/Details, 428; Sentences, 478</p> <p><u>Additional Resources</u> Common Core Companion, 130–136</p>
RI.9-10.6 Determine an author’s <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view</i> , <i>perspective</i> , or purpose.	<p>SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641</p> <p>TE only: Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91</p> <p><u>Additional Resources</u> Common Core Companion, 137–149</p>

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Integration of Knowledge and Ideas	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i>), determining which details are emphasized in each account.	<p>SE/TE: Analyze Craft and Structure: Seminal Documents, 289; Inaugural Address (Media/Video), 294–296; Comparing Text to Media: Interview, 318–321</p> <p><u>Additional Resources</u> Common Core Companion, 150–156</p>
RI.9-10.8 Analyze and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<p>SE/TE: Analyze Craft and Structure: Author's Claims, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents, 279; Author's Purpose, 316; Analyzing the Text, 242</p> <p><u>Additional Resources</u> Common Core Companion, 157–163</p>
RI.9-10.9 Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.	<p>SE/TE: Analyze Craft and Structure: Seminal Documents, 279, 289; The "Four Freedoms" Speech, 268–278; "Inaugural Address," 282–288; Prepare to Compare, 292; Writing to Compare, 293; Making Meaning: "Inaugural Address," 294–296; Writing to Sources: News Report, 297; Performance Task: Write an Informative Essay, 298–303</p> <p><u>Additional Resources</u> Common Core Companion, 164–171</p>

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Range of Reading and Level of Text Complexity	
By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.	<p>SE/TE: 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</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>How to Tell You're Reading a Graphic Novel-In Pictures, 50; The Dream Collector, 82; Why Do Some Brains Enjoy Fear?, 90; Franz Kafka and Metamorphosis, 186; Revenge of the Geeks, 224; Encountering the Other, 232; The "Four Freedoms Speech", 268; Inaugural Address, 282, 288; Speech at the United Nations, 308; In La Riconanda, Peru, Searching for Beauty in Ugliness, 418; The Thrill of the Chase, 470; Let South Africa Show the World How to Forgive, 634; View From the Empire State Building, 738; The Neglected Senses, 786</i></p> <p><u>Additional Resources</u> Common Core Companion, 171-177</p>

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Grade-Level Standards for Writing Standards K-12	
Text Types and Purposes	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TE: Whole Class Performance Task: Write an Argument, 190–195; Write an Argument, 614–619; Writing to Sources: Pitch, 184; Visual Analysis, 186; Response to Literature, 211; Argument, 254, 652; Literary Criticism, 602; Resources Tool Kit, R8–R13 <i>Additional Resources</i> Common Core Companion, 179–189
W.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191, 615; Writing to Sources: Argument, 184; Visual Analysis, 186; Response to Literature, 211; Performance-Based Assessment: Argument, 253–255, 651–653 <i>Additional Resources</i> Common Core Companion, 180
W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Prewriting/Planning, 191; Drafting, 616; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652 <i>Additional Resources</i> Common Core Companion, 181, 183
W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Create Cohesion: Transitions, 193; Quotations and Paraphrases, 617; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652

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W.9-10.1.D Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Revising, 194, 618; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652 <u>Additional Resources</u> Common Core Companion, 184
W.9-10.1.E Provide an appropriate concluding statement or section that supports the argument presented.	SE/TE: Whole Class Performance Task: Elements of an Argument, 190, 614; Writing to Sources: Response to Literature, 211; Performance-Based Assessment: Argument, 254, 652 <u>Additional Resources</u> Common Core Companion, 185
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SE/TE: Whole Class Performance Task: Write an Explanatory Text, 58–63; Write an Informative Essay, 298–303; Write an Informative Text, 408–413; Writing to Compare: Explanatory Essay, 49; Character Profile, 613; Writing to Sources: Diary Entry (explanatory), 400; Paraphrase, 533; Informative Essay, 358, 488; Explanatory Text, 122; News Report, 297; Response To Literature, 211; Character Analysis, 785; Summary, 8, 132, 264, 368, 498, 662; Resources Tool Kit, R14–R19 <u>Additional Resources</u> Common Core Companion, 190–201
W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or <i>multimedia</i> .	SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Performance-Based Assessment: Informative Writing, 357–358, 487 <u>Additional Resources</u> Common Core Companion, 191, 192

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<p>W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>SE/TE: Whole Class Performance Task: Elements of an Explanatory Essay, 58; Elements of an Informative Text, 408; Prewriting/Planning, 59, 299, 409; Drafting, 300; Revising, 62; Writing to Sources: Movie Pitch, 184; Diary Entry (explanatory), 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> <p><u>Additional Resources</u> Common Core Companion, 192</p>
<p>W.9-10.2.C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Create Cohesion, 301; Revising, 412; Writing to Sources: Movie Pitch, 184; Diary Entry (explanatory), 400; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358</p> <p><u>Additional Resources</u> Common Core Companion, 195</p>
<p>W.9-10.2.D Use <i>precise language</i> and <i>domain-specific words</i> to manage the complexity of the topic.</p>	<p>SE/TE: Whole Class Performance Task: Elements of an Informative Text, 408; Prewriting/Planning, 59, 409; Drafting, 60; Revising, 302; Write It: Explain, 98; Writing to Compare: Comparative Essay, 293; Writing to Sources: Diary Entry (explanatory), 400</p> <p><u>Additional Resources</u> Common Core Companion, 196</p>
<p>W.9-10.2.E Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.</p>	<p>SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Drafting, 60; Revising, 302, 412; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Diary Entry (explanatory), 400</p> <p><u>Additional Resources</u> Common Core Companion, 197</p>

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W.9-10.2.F Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TE: Whole Class Performance Task: Prewriting/Planning, 59; Revising, 62; Drafting, 300, 410; Writing to Compare: Comparative Essay, 293; Performance-Based Assessment: Informative Writing, 358; Writing to Sources: Diary Entry (explanatory), 400 <u>Additional Resources</u> Common Core Companion, 196
W.9-10.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Whole Class Performance Task: Write a Nonfiction Narrative, 728–733; Writing to Sources: Narrative, 81; Poem, 335, 633; Short Story, 441; Dialogue, 726, 785; Diary Entry, 386; Flashback, 785; Retelling, 785; Performance-Based Assessment: Nonfiction Narrative, 809; Resources Tool Kit, R20–R25 <u>Additional Resources</u> Common Core Companion, 202–212
W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441; Performance-Based Assessment: Nonfiction Narrative, 809 <u>Additional Resources</u> Common Core Companion, 203, 204
W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Prewriting/Planning, 729; Writing to Sources: Narrative, 81; Poem, 335; Short Story, 441 <u>Additional Resources</u> Common Core Companion, 207

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W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another, creating coherence.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441 <u><i>Additional Resources</i></u> Common Core Companion, 206, 207
W.9-10.3.D Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Write with Purpose/Drafting, 730; Writing to Sources: Poem, 335; Short Story, 441 <u><i>Additional Resources</i></u> Common Core Companion, 208
W.9-10.3.E Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Writing to Sources: Poem, 335; Short Story, 441 <u><i>Additional Resources</i></u> Common Core Companion, 206, 210

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Production and Distribution of Writing	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>SE/TE: Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Text, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 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</p> <p><u>Additional Resources</u> Common Core Companion, 213–219</p>
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.	<p>SE/TE: 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; Publishing and Presenting, 63, 195, 303, 413, 619, 733</p> <p><u>Additional Resources</u> Common Core Companion, 220–226</p>
W.9-10.6 Use technology, including the Internet, to produce, publish, 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>SE/TE: 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 and Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Multimedia Presentation, 429</p> <p><u>Additional Resources</u> Common Core Companion, 227–233</p>

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Research to Build and Present Knowledge	
<p>W.9-10.7 Conduct short as well as more sustained research 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.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429; 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</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> <p><u>Additional Resources</u> Common Core Companion, 234–240</p>
<p>W.9-10.8 Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> • Assess the usefulness of each source in answering the research question. • Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism. • Follow a standard format for citation. 	<p>SE/TE: Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Writing to Sources: Informative Essay, 358; 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; Gather Evidence, 409, 615; Research: Group Presentation, 99, 245, 745; Presentation, 349, 643; Multimedia Presentation, 429</p> <p>TE only: Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807; Challenge, 507</p> <p><u>Additional Resources</u> Common Core Companion, 241–254</p>

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W.9-10.9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.	
W.9-10.9.A Apply Grades 9-10 Reading standards to literature.	<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; Create Cohesion: Quotations and Paraphrases, 617</p> <p><u>Additional Resources</u> Common Core Companion, 255–258</p>
W.9-10.9.B Apply Grades 9-10 Reading standards to informational texts.	<p>SE/TE: Analyze Craft and Structure: Practice, 242, 278, 288, 316, 427; Writing to Sources: Explanatory Text, Argument, 254–255, 652–653; Informative Essay, 358–359</p> <p><u>Additional Resources</u> Common Core Companion, 259–262</p>
Range of Writing	
<p>W.9-10.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> ● research ● reflection ● revision <p>and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Text, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–744; QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 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</p> <p><u>Additional Resources</u> Common Core Companion, 263–272</p>

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Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> ● one-on-one ● in groups ● teacher-led with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	<p>SE/TE: Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Small Group Discussion, 343; Discuss, 727; Oral Presentation, 757, 801</p>
<p>SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Group Discussion Tip, 79; Speaking and Listening: Group Presentation, 113; Discuss, 189; Debate, 479; Present and Discuss, 78, 96, 110, 208, 220; Performance Task: Present an Argument (Plan with Your Group), 644–645; Present an Oral Retelling, 802–803</p>
<p>SL.9-10.1.B Work with peers to set rules for <i>collegial discussions</i> and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>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</p>
<p>SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: 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</p>
<p>SL.9-10.D Respond thoughtfully to diverse <i>perspectives</i>, <i>summarize</i> points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SE/TE: 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</p>

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<p>SL.9-10.2 Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: 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</p> <p><u>Additional Resources</u> Common Core Companion, 282–285</p>
<p>SL.9-10.3 Evaluate a speaker's <i>perspective</i>, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>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</p> <p><u>Additional Resources</u> Common Core Companion, 286–292</p>
Presentation of Knowledge and Ideas	
<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TE: Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Deliver a Multimedia Presentation, 350–351; Present an Informative Text, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening: Informational Graphic, 57; Media Presentation, 231; Multimedia Presentation, 360; Oral Interpretation, 400; Oral Presentation, 490, 757; Storytelling, 812; Discuss It, 125, 257; Speaking and Listening: Discuss, 189; Research: Presentation, 349</p> <p><u>Additional Resources</u> Common Core Companion, 274–281, 293–299</p>

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<p>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Multimedia Presentation, 360; Oral Presentation, 801; Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Research: Presentation, 349; Multimedia Presentation, 429</p> <p><u>Additional Resources</u> Common Core Companion, 300–301</p>
<p>SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.</p>	<p>SE/TE: Performance Task: Present an Explanatory Text, 114–115; Present an Argument, 246–247; Deliver a Multimedia Presentation, 350–351; Present an Informative Text, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening, 57, 89, 113, 185, 189, 223, 231, 297, 343, 387, 401, 407, 479, 571, 603, 727, 757, 801; Performance-Based Assessment: Speaking and Listening, 124, 256, 360, 490, 654, 802; 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</p> <p><u>Additional Resources</u> Common Core Companion, 302–308</p>

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Grade-Level Standards for Language	
Conventions of Standard English	
L.9-10.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 9-10 when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Language Development: Conventions, 299, 393, 481; Revising, 302; Speaking and Listening, 387; Writing to Sources, 533; Handbook R57–R65 <u><i>Additional Resources</i></u> Common Core Companion, 310–313
L.9-10.1.A Use parallel structure.	SE/TE: Author’s Style: Sentence Variety, 230, Conventions: Rhetorical Devices, 291; Author’s Style: Parallelism, 725 TE only: Understand Parallelism, 283; Analyze Rhetorical Devices, 240; Close Read, 251, 272, 355, 485, 649; Analyze Parallelism, 311, 587; Writing a Speech, 314; How Language Works, 329 <u><i>Additional Resources</i></u> Common Core Companion, 310–311
L.9-10.1.B Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Conventions: Types of Sentences, 35; Types of Phrases, 47, 183, 244, 280; Adverbial Clauses, 317; Adverbial Phrases, 744; Whole Class Performance Task, 61, 731 <u><i>Additional Resources</i></u> Common Core Companion, 312–313
L.9-10.1.C Form and use verbs in the conditional and subjunctive mood.	SE/TE: For related material see: Auxiliary Verbs, 183
L.9-10.1.D Recognize and correct inappropriate shifts in verb voice and mood.	SE/TE: For related material see: Auxiliary Verbs, 183

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L.9-10.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE/TE: Clauses, 459, 642; Phrases, 47, 49, 183, 184, 244, 281, 744, 800
L.9-10.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	SE/TE: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Conventions, 281, 317; Semicolons, 385, 386, 411; Word Study, 110; Grammar Handbook, R63–R64 <u>Additional Resources</u> Common Core Companion, 314–319
L.9-10.2.B Use a colon appropriately to introduce a list, quotation, or clarification.	SE/TE: Language Development Conventions: Create Cohesion: Quotations and Paraphrases, 617; Grammar Handbook, R63 TE only: Using Quotations, 618 <u>Additional Resources</u> Common Core Companion, 316–317
L.9-10.2.C Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	SE/TE: Conventions: Types of Sentences, 35; Semicolon, 385; Vocabulary and Conventions Connection, 386; Language Development Conventions: Create Cohesion: Conjunctive Adverbs and Semicolons, 411; Grammar Handbook, R63 TE only: Semicolon, 18, 150, 642 <u>Additional Resources</u> Common Core Companion, 314–315
L.9-10.2.D Spell correctly.	SE/TE: Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Grammar Handbook, R64–R65 <u>Additional Resources</u> Common Core Companion, 318–319

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Knowledge of Language	
L.9-10.3 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.	SE/TE: Conventions, 35, 47, 183, 244, 281, 291, 317, 385, 459, 642, 744, 800; Vocabulary and Conventions Connection, 49, 184, 386, 400, 602, 613, 726; Author's Style: Domain Vocabulary, 98; Word Study: Adverbs, 78; Word Study, 630 <i>Additional Resources</i> Common Core Companion, 320–321
L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	SE/TE: Research: Group Presentation, 99, 245; Multimedia Presentation, 429; Whole Class Performance Task: Gather Evidence, 299; Research: Incorporating Research into Writing, R30–R31; Format For Citing Sources, R32; MLA Style for Listing Sources, R33 <i>Additional Resources</i> Common Core Companion, 320–321
L.9-10.3.B Use verbs in the conditional and subjunctive mood to achieve particular effects.	SE/TE: For related material see: Auxiliary Verbs, 183

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Vocabulary Acquisition and Use	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 9-10 reading and content, choosing flexibly from a range of strategies.	<p>SE/TE: Word Study: Multiple-Meaning Words, 332; 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; Word Choice, 553</p> <p>TE only: Multiple Meaning Words, 83, 143, 165, 235, 285, 524, 561, 573, 585, 661</p> <p><i>Additional Resources</i> Common Core Companion, 322–329</p>
L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<p>SE/TE: Context Clues, 68, 200, 224, 226, 324, 336, 424, 430, 433, 435, 442, 460, 470, 472, 473, 624, 627, 746, 749, 751, 786, 790, 796; Practice, 34, 56, 78, 96, 110, 208, 228, 340, 426, 630, 640; also see: Word Network,</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 105, 203, 217, 327, 329, 420, 444, 445, 447, 628</p> <p><i>Additional Resources</i> Common Core Companion, 322–323</p>
L.9-10.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<p>SE/TE: Patterns of Word Changes, 46; Word Study, 96, 110, 208, 220, 340, 384, 398, 426, 465, 640, 699, 742, 782, 798; Concept Vocabulary, 100, 268, 308, 418; Practice, 279; Media Vocabulary, 318</p> <p><i>Additional Resources</i> Common Core Companion, 324–325</p>

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<p>L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, it's part of speech, or its etymology.</p>	<p>SE/TE: Word Study, 34, 228, 290, 310, 340, 398, 457, 531, 551, 569; Domain Vocabulary, 98; Concept Vocabulary, 200, 212, 220, 224, 336, 438, 699, 742, 754 TE only: Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p> <p><u>Additional Resources</u> Common Core Companion, 326–327</p>
<p>L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Domain Vocabulary, 98; Concept Vocabulary, 212, 220, 224, 336, 742, 754; Word Study, 398, 531, 551, 569</p> <p><u>Additional Resources</u> Common Core Companion, 328–329</p>
<p>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.</p>	<p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Poetic Forms, 439; Poetic Structure, 552; Author's Style: Word Choice, 342, 428, 553; Word Study: Connotation and Denotation, 34, 182, 228, 438, 457, 600, 724; Unit Goals: 4; Concept Vocabulary, 46, 68</p> <p><u>Additional Resources</u> Common Core Companion, 330–333</p>

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<p>L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>SE/TE: Analyze Craft and Structure: Figurative Language, 333, 743, 755; Poetic Forms, 439; Poetic Structure, 552; Author’s Style: Word Choice, 342, 428, 553; Close Read, 556</p> <p>TE only: Figurative Language, 25, 218, 238, 284, 327, 343, 455, 533, 546, 675, 687, 703, 764; Analyzing Oxymoron, 519; Analyze Simile, 71; Analyze Personification, 103; Analyze Imagery, 108, 607, 739, 780; Small Group Close Reading, 215, 432; Write a Poem, 219; Specific Details, 334; Analyze Metonymy, 558; Personification, 628; Close Read, 677; Idioms, 144</p> <p><u>Additional Resources</u> Common Core Companion, 330–331</p>
<p>L.9-10.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.</p>	<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> <p><u>Additional Resources</u> Common Core Companion, 332–333</p>

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<p>L.9-10.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 402, 406</p> <p>TE only: Concept Vocabulary, 69, 75, 93, 101, 104, 105, 154, 203, 204, 205, 226, 235, 236, 309, 310, 329, 338, 419, 420, 433, 435, 444, 447, 462, 471, 473, 627, 628, 637, 682, 749, 752, 768, 776, 787, 790</p> <p><u>Additional Resources</u> Common Core Companion, 334–335</p>