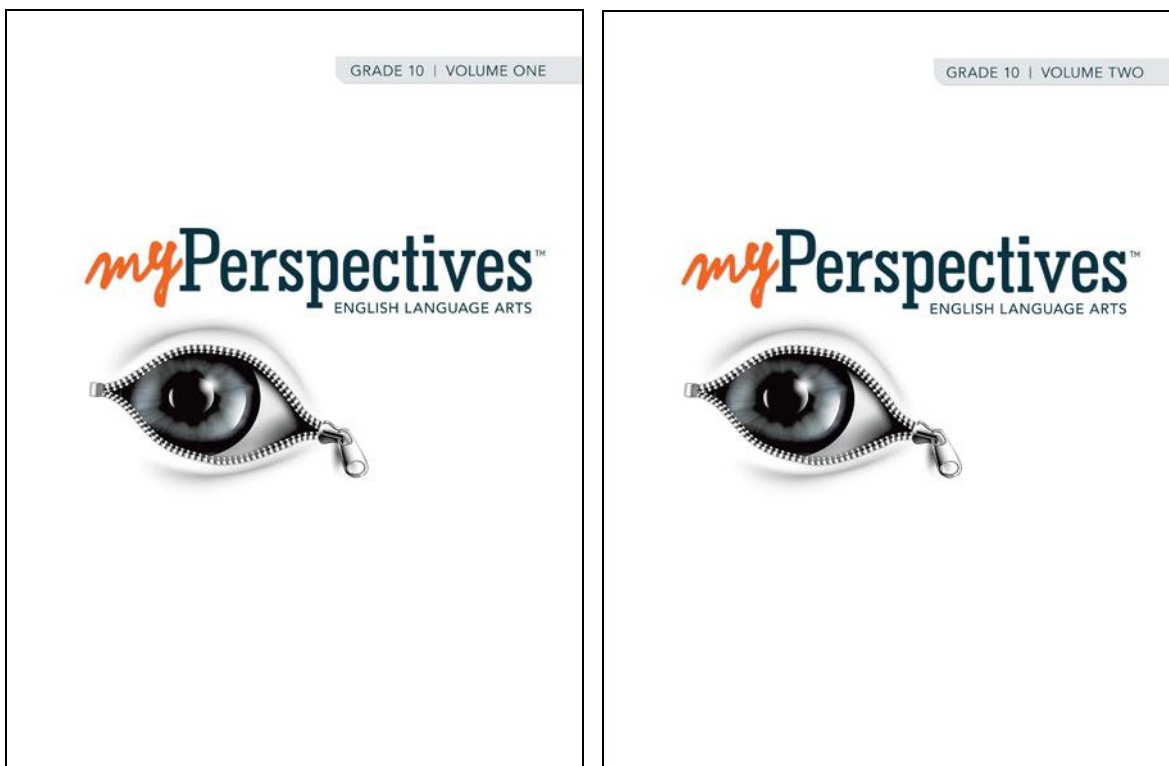


A Correlation of



Grade 10
To the
Arkansas
English Language Arts
Standards (2016)

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

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.

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Table of Contents

Grade-Level Standards for Reading Literature	4
Grade-Level Standards for Reading Informational Text	8
Grade-Level Standards for Writing Standards K-12.....	12
Grade-Level Standards for Speaking and Listening	20
Grade-Level Standards for Language.....	23

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> 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</p> <p>TE only: Conclude, 14, 17, 19, 24, 27, 29, 38, 40, 137, 138, 140, 142, 147</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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</p> <p>TE only: Analyzing Theme, 712; Determine Theme, 214; Identify Theme, 328; Infer Theme, 686</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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</p> <p>TE only: Analyze Characterization, 70, 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character’s Values, 344; Interpreting Dynamic Characters, 695</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 28–34</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
Craft and Structure	
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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 48–54</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 55–61</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>).	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 62–68</p>
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).	<p>SE/TE: Author's Style: Poetic Form, 222, 632; Prepare to Compare, 468, 612</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 69–75</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
Range of Reading and Level of Text Complexity	
<p>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>	<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 76–82</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 110–116</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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).	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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 117–129
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).	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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 130–136
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.	SE/TE: Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Persuasive Techniques, 641 TE only: Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 137–149

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 164–171</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 171–177</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 191, 192

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 192</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 195</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 196</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 197</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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).	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 196</p>
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.	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 202–212</p>
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.	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 203, 204</p>
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.	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 207</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another, creating coherence.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Vary Syntax, 731; Writing to Sources: Poem, 335; Short Story, 441</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 206, 207</p>
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.	<p>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</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 208</p>
W.9-10.3.E Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	<p>SE/TE: Whole Class Performance Task: Elements of a Nonfiction Narrative, 728; Writing to Sources: Poem, 335; Short Story, 441</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 206, 210</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 227–233</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 241–254</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 263–272</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 274–281, 293–299</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 302–308</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 312–313
L.9-10.1.C Form and use verbs in the conditional and subjunctive mood.	SE/TE: For supporting content please see: Auxiliary Verbs, 183
L.9-10.1.D Recognize and correct inappropriate shifts in verb voice and mood.	SE/TE: For supporting content please see: Auxiliary Verbs, 183
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

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 318–319

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 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 Digital Resources: myPerspectives Plus >Standards Practice>Grade 6 Common Core Companion Workbook, 320–321
L.9-10.3.B Use verbs in the conditional and subjunctive mood to achieve particular effects.	SE/TE: For supporting content please see: Auxiliary Verbs, 183

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 324–325</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
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, its part of speech, or its etymology.	<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</p> <p>TE only: Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 326–327</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 328–329</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>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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 330–333</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 330–331</p>
L.9-10.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.	<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 332–333</p>

**A Correlation of *myPerspectives* Grade 10
To the Arkansas English Language Arts Standards (2016)**

Arkansas English Language Arts Standards	<i>myPerspectives</i> Grade 10
<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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 334–335</p>

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