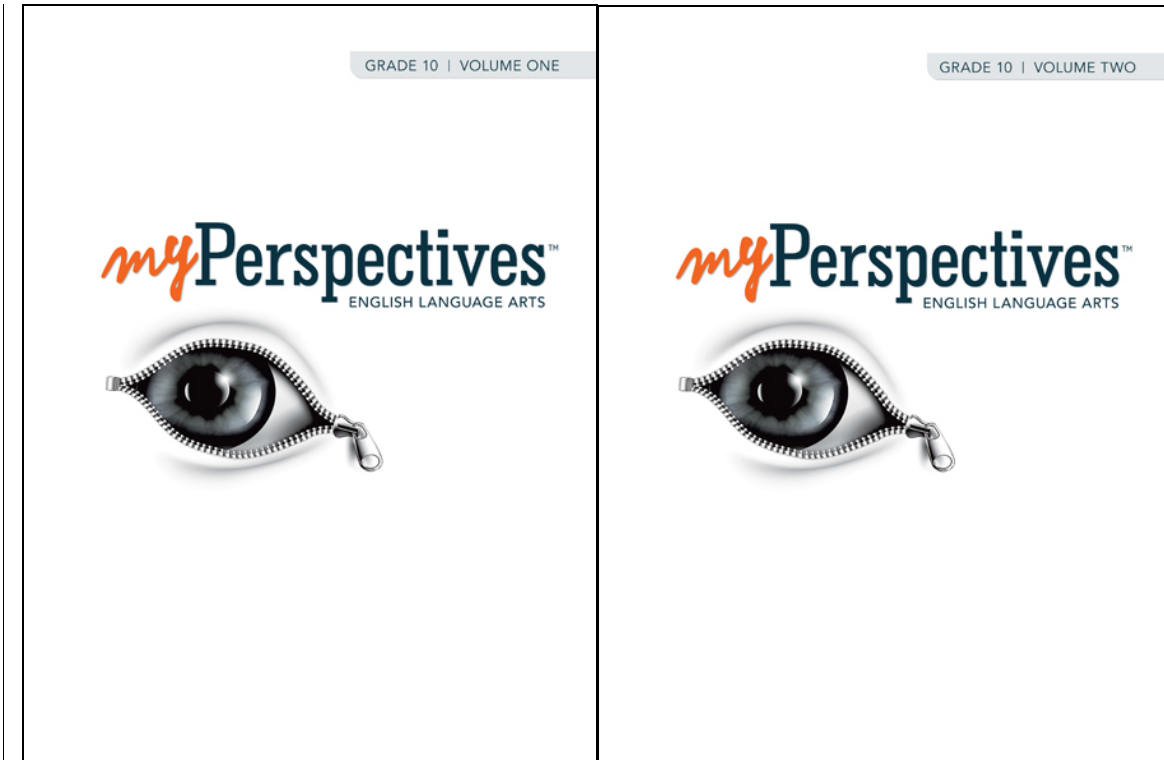


A Correlation of  
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To the  
**EQulP Rubric**  
**for Lessons & Units: ELA**  
**Grade 10**

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the criteria of the **EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

*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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EQUIP Rubric for Lessons & Units: ELA	myPerspectives ©2017 Grade 10
<b>I. Alignment to the Depth of the CCSS</b>	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> <li>• Targets a set of grade-level CCSS ELA/Literacy standards.</li> </ul>	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition frontmatter. (See <i>Grade 10 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as <b>First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development</b>. These CCS standards are identified on the <b>Lesson Resources</b> page of the Teacher Edition (e.g. pages 12B and 36B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 36, 46, and 50).</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><b><i>myPerspectives+</i>:</b></p> <ul style="list-style-type: none"> <li>• Standards Practice: Common Core Companion Workbook</li> </ul>

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<p>• Includes a clear and explicit purpose for instruction.</p>	<p>Using <i>myPerspectives</i>, instructors can follow a clear, consistent unit design that begins with clear <b>Unit Goals</b>. The <b>Launch Text</b> commonly appears at the advent of a unit. The text is utilized to address the topic within a unit, facilitates student discussion, and introduces a writing model that will be reintroduced performance-based assessments. For examples see:</p> <p><b>SE/TE:</b> Unit Goals, 4, 128, 260, 364, 494, 658; Launch Text: Explanatory Model, 6; Argument Model, Unit 2: 1130; Nonfiction Narrative Model, Unit 6: 660</p> <p>Students then engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text, close study of concept vocabulary, and context clues. For examples see:</p> <p><b>SE/TE:</b> Comprehension Check, 179, 381; Close Read the Text, 180, 382; Analyze the Text, 180, 382; Analyze Craft and Structure, 181, 383; Concept Vocabulary, 182, 384; Conventions, 183, 385; Speaking and Listening, 185, 387; Research, 99, 245, 349; Writing to Sources, 184, 386</p> <p>In addition, digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Unit and Student Modeling Videos</li> </ul> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• Graphic Organizers &amp; Rubrics</li> </ul>

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<p>• Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A &amp; B).</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher’s Edition, for every main selection, a <b>Text Complexity Rubric</b> provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A.</p>

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<b>Grade 10 Selections</b>	<b>Lexile Score</b>
My Introduction to Gothic Literature	900
How Maurice Sendak's 'Wild Things' Moved Children's Books Toward Realism	1410
Stone Age Man's Terrors Still Stalk Modern Nightmares	1170
Sleep Paralysis: A Waking Nightmare	1130
The Feather Pillow	980
from The Dream Collector	NA
beware: do not read this poem	NP
The Raven	NP
Windigo	NP
Why Do Some Brains Enjoy Fear?	1180
Where Is Here?	950
from How to Tell You're Reading a Gothic Novel - In Pictures	NA
The Fall of the House of Usher	1430
House Taken Over	1040
Isn't Everyone at Least a Little Bit Weird?	950
Fleeing to Dismal Swamp, Slaves and Outcasts Found Freedom	NA
Outsider's Art is Saluted at Columbia, Then Lost Anew	1140
from By Any Other Name	1090
The Orphan Boy and the Elk Dogs	950
Elliptical	NP
Fences	NP
Sonnet, with Bird	NP
Encountering the Other: The Challenge for the 21st Century	1310
Revenge of the Geeks	1040
The Doll's House	740
The Metamorphosis	1310
Franz Kafka and Metamorphosis	1310
Born Free: Children and the Struggle for Human Rights	1100
Law and the Rule of Law: The Role of Federal Courts	NA
Misrule of Law	1200
Credo: What I Believe	1070
Harrison Bergeron	810
Interview with Malala Yousafzai	NA
Caged Bird	NP
Some Advice To Those Who Will Serve Time in Prison	NP
from Freedom of the Press Report 2015	NP
The Censors	1170
Speech at the United Nations	870
Inaugural Address	1350
Inaugural Address	1350
The "Four Freedoms" Speech	1290
I Came, I Saw, I Shopped	990
The Gold Series: A History of Gold	NA

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<b>Grade 10 Selections</b>	<b>Lexile Score</b>
A Dose of What the Doctor Never Orders	1420
My Possessions, Myself	1240
Ads May Spur Unhappy Kids to Embrace Materialism	1240
Heirlooms' Value Shifts from Sentiment to Cash	1110
Avarice	NP
The Good Life	NP
from King Midas (Sections 1, 2, and 3)	NP
Money	1530
In La Rinconada, Peru, searching for beauty in ugliness	1200
The Golden Touch	1130
The Thrill of the Chase	1110
Material World	1230
Civil Peace	1140
The Necklace	910
Neither Justice Nor Forgetting: Defining Forgiveness	1010
from Shakespeare and the French Poet	1520
A Dish Best Served Cold	1010
Understanding Forgiveness	970
The Sun Parlor	970
What We Plant, We Will Eat	910
The Forgiveness Project: Eric Lomax	870
They are hostile nations	NP
Under a Certain Little Star	NP
Let South Africa Show the World How to Forgive	1100
The Tempest, Act I-V	NP
En El Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection	NP
Caliban	NP
A Solution to the Problem of Light	NP
Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight	NA
from Blindness	1600
Blind, Yet Seeing: The Brain's Subconscious Visual Sense	1310
How Your Eyes Trick Your Mind	1220
Visual Neuroscience: Look and Learn	1190
Experience: I First Saw My Wife 10 Years After We Married	850
The Neglected Senses for the Benefit of Those Who See	NA
Blind	NP
The Blind Seer of Ambon	NP
On His Blindness	NP
The Country of the Blind	NP
View From The Empire State Building	1150
Oedipus the King, Part I & II	NP



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<b>EQUIP Rubric for Lessons &amp; Units: ELA</b>	<b>myPerspectives ©2017 Grade 10</b>
<p><i>A unit or longer lesson should:</i></p>	
<ul style="list-style-type: none"> <li>• Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> </ul>	<p>At the 10th grade level, in <i>myPerspectives</i>, materials include a <b>Launch Text</b> that facilitates group learning. Two or more texts facilitate whole group and small group learning, and include text that corresponds with performance-based tasks.</p> <p>Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions.</p> <p>At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with <b>Closer Look</b> and <b>Close Read the Text</b> activities.</p> <p>See the following examples of discussion and writing opportunities:</p> <p><b>SE/TE:</b> Comprehension, Analyze the Text, and Analyze Craft and Structure (examples), 109–111, 179–181, 241–243, 277–279; Writing to Compare, 292–293; Speaking and Listening: Poetry Reading, 223; Newscast, 297; Monologue, 387; Writing to Sources, 81, 211, 400, 633</p> <p><b>TE only:</b> Closer Look, 202, 312</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p><b>myPerspectives+:</b></p> <ul style="list-style-type: none"> <li>• Writing &amp; Research Center</li> <li>• Speaking &amp; Listening Center</li> </ul>

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<p>• (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</p>	<p>In <i>myPerspectives</i>, students read texts that represent exploration of a wide variety of genres, disciplines and subjects. Examples include the following:</p> <p>Media: Informational Graphic: from <i>How to Tell You’re Reading a Gothic novel—in Pictures</i>, page 51            Interview: <i>Why Do some Brains Enjoy Fear</i>, page 91            Lecture: <i>Encountering the Other: The Challenge for the 21<sup>st</sup> Century</i>, page 233            Memoir: <i>The Neglected Senses</i> from <i>For the Benefit of Those Who See</i>, 787</p> <p>Related activities, especially research related projects and assignments, deepen connections between readings and the real world and a range of disciplines. For examples, see the following:</p> <p><b>SE/TE:</b> Research to Clarify, 109, 277, 639;            Research to Explore, 43, 331, 550, 781;            Research, 99, 245, 349  <b>TE Only:</b> Research, 504, 564, 807; Used Varied Types of Evidence, 191</p> <p>In addition, <i>myPerspectives</i> digital resources and tools provide access to a wide range of cross-disciplinary materials.</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Multimedia selections</li> </ul> <p><b>Interactive Teacher's Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Downloadable lesson resources</li> </ul> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>

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<b>II. Key Shifts in the CCSS</b>	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<p>• <b>Reading Text Closely:</b> Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</p>	<p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through <b>Unit Goals</b> (see pages 4, 128, 260, 364, 494, 658) and a modeled <b>Launch Text</b> (see pages 6, 130, 262, 366, 496, 660). The Launch Text provides students with a common starting point to address the unit topic. After reading the Launch Text, all students will be able to participate in discussions texts and deepen their reading as they interact and engage closely with unit selections.</p> <p>Text evidence and close reading skills and activities instruction include the following features and structures:</p> <p>Every main selection is followed up with post reading questions and a writing activity in the <b>Making Meaning, Language Development,</b> and <b>Effective Expression</b> portions of the lessons. <b>Close Read the Text</b> and <b>Analyze the Text</b> features (for examples, see pages 44, 180, 278, and 438) require students to analyze the text, make valid claims, and reply using evidence from the text. The <b>Analyze Craft and Structure</b> feature include practice in which students pull evidence from the selection they just read (for examples, see pages 111, 229, 316, and 427).</p> <p>Students are required to complete <b>Writing to Sources</b> writing assignments focused on the thought-provoking theme or topic they have explored (for examples, see pages 189, 297, 386, and 441). These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent <b>Speaking and Listening</b> activities require students to complete an assignment and collaborate.</p>

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<b>EQUIP Rubric for Lessons &amp; Units: ELA</b>	<b><i>myPerspectives</i> ©2017 Grade 10</b>
<p>• <b>Text-Based Evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p>	<p>At the 10th grade level, in <i>myPerspectives</i>, selections in the Whole-Class and Small-Group Learning segments are followed by text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses.</p> <p>Every main selection is followed up with post reading questions and a writing activity in the <b>Making Meaning, Language Development,</b> and <b>Effective Expression</b> portions of the lessons. <b>Close Read the Text</b> and <b>Analyze the Text</b> features (for examples, see pages 44, 180, 278, and 438) require students to analyze the text, make valid claims, and reply using evidence from the text. The <b>Analyze Craft and Structure</b> feature include practice in which students pull evidence from the selection they just read (for examples, see pages 111, 229, 316, and 427).</p> <p>Each unit also features one writing and one speaking &amp; listening <b>Performance Task</b> that can be completed individually or collaboratively. The unit provides an additional <b>Performance-Based Assessment</b> workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. The CCS standards covered are listed on the <b>Lesson Resources</b> page of the teacher's edition (e.g. page 318B) and at point of use on the student edition pages (e.g. pages 318, 322, and 486).</p>

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<p>• <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p>	<p>At the 10th grade level, in <i>myPerspectives</i>, following each selection are close reading activities. Here you will find <b>Writing to Sources</b> features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text, and to support all responses with text evidence.</p> <p>In addition, each unit contains a set of paired readings or readings paired with Media in the <b>Compare</b> feature. Those readings are followed by Writing to Compare assignments which are text-dependent and require students to draw evidence from the text.</p> <p>Each unit also features one writing and one speaking &amp; listening <b>Performance Task</b> that can be completed individually or collaboratively. The unit provides an additional <b>Performance-Based Assessment</b> workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks.</p> <p><b>SE/TE:</b> Performance Task: Write an Explanatory Essay, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–733; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613</p> <p><b><i>myPerspectives+</i></b> with:</p> <ul style="list-style-type: none"> <li>• Writing &amp; Research Center</li> </ul>

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<p>• <b>Academic Vocabulary:</b> Focuses on building students’ academic vocabulary in context throughout instruction.</p>	<p>In <i>myPerspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications.</p> <p>In the Unit Introduction, students are introduced to <b>Academic Vocabulary</b> that are connected to the unit goals and readings. More targeted words precede and follow nearly every selection in the Concept Vocabulary feature, which is paired with Word Study (after the readings).</p> <p><b>SE/TE:</b> Academic Vocabulary, 129, 190, 254, 261, 358; Concept Vocabulary (examples), 68, 78, 90, 96, 100, 110, 136</p> <p>In addition, <i>myPerspectives</i> digital resources and tools optimize use of technology to provide additional vocabulary work. See the following:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Interactive lessons</li> </ul> <p><b><i>myPerspectives+</i></b> with:</p> <ul style="list-style-type: none"> <li>• Academic Vocabulary &amp; Word Study Center</li> </ul>

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<i>A unit or longer lesson should:</i>	
<p>• <b>Increasing Text Complexity:</b> Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><b>Text Complexity Rubrics</b> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p><b>TE:</b> Text Complexity Rubrics (examples), 36C, 100C, 136C, 268C</p> <p><b>Please Note:</b> Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. See the Lexile chart provided above.</p>

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<p>• <b>Building Disciplinary Knowledge:</b> Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>Each unit contains selections that build on a topic related to the unit’s <b>Essential Question</b> and all texts are meant to build knowledge on the unit topic. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the <b>Whole-Class Learning, Small-Group Learning, and Independent Learning</b> sections of each unit. For examples of this thematically joined unit structure, see the following pages:</p> <p><b>SE/TE:</b> Unit Introduction, 3, 127, 259, 363, 493, 657</p> <p>Also note how the digital resources support this structure and provide additional materials for building disciplinary knowledge:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Unit and Student Modeling Videos</li> <li>• Interactive lessons</li> </ul> <p><b>Interactive Teacher’s Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Annotation models</li> <li>• Downloadable lesson resources</li> </ul> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>



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<p>• <b>Balance of Texts:</b> Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program.</p> <p>The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic.</p> <p>See the table of contents and unit introduction pages for listings of selections identified by genre and relationship to other readings:</p> <p><b>SE/TE:</b> Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 127, 259, 363, 493, 657</p> <p>Also note how the digital resources support this structure and provide informational and literary texts:</p> <p><b><i>myPerspectives+</i></b> with:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>

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<p>• <b>Balance of Writing:</b> Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>Selections are accompanied by one or more writing assignments, the majority of Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one <b>Writing to Sources</b> activity each week. These assignments are designed for students to learn and use the full range of writing process elements.</p> <p>In addition, each unit contains a set of paired readings or readings paired with <b>Media</b> in the <b>Compare</b> feature. Those readings are followed by <b>Writing to Compare</b> assignments which are text-dependent and require students to draw evidence from the text. These lessons also teach the writing process.</p> <p><i>myPerspectives</i> provides numerous opportunities for students to perform research. <b>Research to Clarify</b> and <b>Research to Explore</b> are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit.</p> <p><b>SE/TE:</b> Performance Task: Write an Informative Essay, 298–300; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 643; Group Presentation, 745; Writing to Sources, 81, 122, 184; Research to Clarify &amp; Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296</p> <p>Also note how the digital resources support writing instruction:</p> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• Writing &amp; Research Center</li> </ul>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

EQUIP Rubric for Lessons & Units: ELA	<i>myPerspectives</i> ©2017 Grade 10
<b>III. Instructional Supports</b>	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing and speaking about texts.</li> </ul>	<p>The Savvas <i>myPerspectives</i> Grade 10 program cultivates student interest and engagement in a variety of ways. Each unit contains selections that build on a topic related to the unit’s <b>Essential Question</b> and all texts are meant to build knowledge on the unit topic. Readings are paired, organized around thematic assignments and further explored through a <b>Compare to Media</b> feature.</p> <p><b>SE/TE:</b> Unit Introduction, 3, 127, 259, 363, 493, 657; Comparing Text to Media: "Speech at the United Nations", 309–318; "Diane Sawyer Interviews Malala Yousafzai", 319–325</p> <p>Assignments that have students writing and speaking about texts connect to the overall theme and deepen their engagement with it and the texts themselves. For examples of the range of activities provided to cultivate student interest see the following examples:</p> <p><b>SE/TE:</b> Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Group Presentation, 113; Debate, 185; Discussion, 189; Multimedia Presentation, 231; Performance Task: Speaking and Listening Focus: Deliver an Explanatory Presentation, 114-115; Deliver a Multimedia Presentation, 246-247, 350-351; Present an Informative Essay, 480-481; Performance-Based Assessment: Informal Talk, 124; Oral Presentation, 256; Informal Speech, 654</p>

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<b>EQUIP Rubric for Lessons &amp; Units: ELA</b>	<b><i>myPerspectives</i> ©2017 Grade 10</b>
<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing and speaking about texts.</li> </ul>	<p><b>Continued</b></p> <p>Also note how the digital resources support extending and deepening student engagement:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Multimedia selections</li> <li>• Discussion Board</li> </ul> <p><b><i>myPerspectives+</i></b> with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>
<ul style="list-style-type: none"> <li>• Addresses instructional expectations and is easy to understand and use.</li> </ul>	<p>Each unit contains selections that build on a topic related to the unit’s <b>Essential Question</b> and all texts are meant to build knowledge on the unit topic.</p> <p>See the <b>Table of Contents</b> and <b>Unit Introduction</b> pages for listings of selections identified by genre and relationship to other readings:</p> <p><b>SE/TE:</b> Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 127, 259, 363, 493, 657</p> <p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through <b>Unit Goals</b> (see pages 4, 128, 260, 364, 494, 658).</p> <p>Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the <b>Whole-Class Learning, Small-Group Learning, and Independent Learning</b> sections of each unit.</p>

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<b>EQUIP Rubric for Lessons &amp; Units: ELA</b>	<b><i>myPerspectives</i> ©2017 Grade 10</b>
<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Addresses instructional expectations and is easy to understand and use.</li> </ul>	<p><b>Continued</b></p> <p>Each unit also features one writing and one speaking &amp; listening <b>Performance Task</b> that can be completed individually or collaboratively. The unit provides an additional <b>Performance-Based Assessment</b> workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. Every unit ends with a <b>Unit Reflection</b>. See the following examples:</p> <p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 728; Present an Oral Retelling, 802; Performance-Based Assessment, 810; Unit Reflection, 813</p>
<ul style="list-style-type: none"> <li>• Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</li> </ul>	<p><i>myPerspectives</i> offers a rich array of grade-level complex texts, and each student, no matter their learner level, encounters the same text. Selections are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the teacher's edition, and through carefully scaffolded post-reading. <b>Close Read the Text</b> helps students work in groups to revisit the text and annotate it for questions and conclusions. <b>Analyze the Text, Analyze Craft and Structure, and Writing to Sources</b> questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p><b>SE/TE:</b> Close Read the Text, 180, 382; Analyze the Text, 180, 382; Analyze Craft and Structure, 181, 383; Writing to Sources, 184, 386</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</li> </ul>	<p><b>Continued</b></p> <p>In addition, differentiated Instruction is provided with the <b>Personalized Learning</b> pages in the Teacher’s Edition.</p> <p><b>TE:</b> Personalize for Learning: English Language Support, 206, 221; Challenge, 207, 241; Strategic Support, 224, 237</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Selection audio</li> <li>• Interactive lessons</li> </ul> <p><b>Interactive Teacher's Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Annotation models</li> </ul> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• English Learner &amp; High Interest Readings</li> </ul>

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<ul style="list-style-type: none"> <li>• Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.</li> </ul>	<p>At the 10th grade level, in <i>myPerspectives</i>, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <p>Questions, tasks, and assignments are evident in each of the unit’s three sections: Whole-Class Learning, Small-Group Learning, and Independent Learning. Within the units, each module begins with a First Read guide which provides general text-dependent questions. The module also includes Comprehension Checks, Close Reads, and Analyze sections that provide text-specific questions. Each unit is designed in this manner to provide a scaffold-approach to text-dependent and text-specific questioning. Students are required to provide support from the text in most of the work they complete within the unit.</p> <p>See the following examples:            SE/TE: First Read, 50, 90, 200, 224; Close Read Side Notes, 138, 140, 147, 151, 152, 155, 156, 159; Comprehension Check, 179, 219, 381, 568; Close Read the Text, 180, 220, 382, 569; Analyze the Text, 180, 220, 382, 569; Analyze Craft and Structure, 181, 221, 383, 570  <b>TE only:</b> Closer Look, 53, 73, 103, 106, 108, 202, 218, 337, 373, 451, 463, 609, 675</p>

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<p>• Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the <b>Personalized Learning</b> pages in the Teacher's Edition. For examples see:</p> <p><b>TE:</b> Personalize for Learning: Reading Support: Decide and Plan, 572C, 666C; English Language Support, 206, 221</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Selection audio</li> <li>• Interactive lessons</li> </ul> <p><b>Interactive Teacher's Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Annotation models</li> </ul> <p><b><i>myPerspectives+</i></b> with:</p> <ul style="list-style-type: none"> <li>• English Learner &amp; High Interest Readings</li> </ul>



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<p>• Provides extensions and/or more advanced text for students who read well above the grade level text band.</p>	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the <b>Personalized Learning</b> pages in the Teacher's Edition. For examples see:</p> <p><b>TE:</b> Personalize for Learning: Reading Support: Decide and Plan, 460C, 510C; Challenge, 207, 241, 277, 303, 381</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Integrated Notebook</li> <li>• Interactive lessons</li> <li>• Discussion Board</li> </ul> <p><b><i>myPerspectives+</i></b> with:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>

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<i>A unit or longer lesson should:</i>	
<ul style="list-style-type: none"> <li>• Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>).</li> </ul>	<p>The instructional materials reviewed for Grade 10 meet the criteria for materials supporting students’ increasing literacy skills over the course of the school year.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text.</p> <p>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p><b>TE:</b> Personalize for Learning: The Fall of the House of Usher, Unit 1: 12C; Personalize for Learning: The Metamorphosis, Unit 2: 136C; Personalize for Learning: from The "four Freedoms" Speech, Unit 3: 268C; Teaching: Civil Peace, Unit 4: 389-394; Personalize for Learning: The Tempest, Act II, Unit 5: 534C; Facilitating: The Country of the Blind, Unit 6: 759-780</p>

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<p>• Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</p>	<p>Each unit contains selections that build on a topic related to the unit’s <b>Essential Question</b> and all texts are meant to build knowledge on the unit topic and end with student working independently. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit.</p> <p><b>SE/TE:</b> Unit Introduction, 3, 127, 259, 363, 493, 657</p> <p>Mini-groupings of selections, all joined by the unit’s Essential Question, are built into the <b>Whole-Class Learning, Small-Group Learning,</b> and <b>Independent Learning</b> sections of each unit. All the unit selections are scaffolded through instruction and modeling of skills so that students are working towards increasing independence. <b>Close Read the Text</b> helps students work in groups to revisit the text and annotate it for questions and conclusions. <b>Analyze the Text, Analyze Craft and Structure,</b> and <b>Writing to Sources</b> questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p><b>SE/TE:</b> Close Read the Text, 180, 382; Analyze the Text, 180, 382; Analyze Craft and Structure, 181, 383; Writing to Sources, 184, 386</p>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> </ul>	<p><b>Continued</b></p> <p><i>myPerspectives</i> Teacher’s Edition include <b>Personalize for Learning</b> notes appear through selections and provide direct instruction and teaching suggestions to engage students. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.</p> <p><b>TE:</b> Personalize for Learning: Reading Support: Decide and Plan, 572C, 666C; English Language Support, 206, 221; Challenge, 207, 241, 277, 303, 381</p>
<ul style="list-style-type: none"> <li>Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</li> </ul>	<p>In <i>myPerspectives</i>, following each reading, students are prompted to re-read the text and engage in authentic learning through application of literacy skills, student-directed inquiry, analysis, evaluation and reflection. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with <b>Closer Look</b> and <b>Close Read the Text</b> activities.</p> <p>See the following examples:</p> <p>Discussion and Writing Opportunities: <b>SE/TE:</b> Comprehension, Analyze the Text, and Analyze Craft and Structure (examples), 109–111, 179–181, 241–243, 277–279; Writing to Compare, 292–293; Speaking and Listening: Poetry Reading, 223; Newscast, 297; Monologue, 387; Writing to Sources, 81, 211, 400, 633</p> <p><b>TE only:</b> Closer Look, 202, 312</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>Writing &amp; Research Center</li> <li>Speaking &amp; Listening Center</li> </ul>

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<p>• Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3–5.</p>	<p>At the 10th grade level, in <i>myPerspectives</i>, instruction for grammar and convention standards are presented within the unit. Explicit instructions are provided to students through practical applications that include discussion, reading, writing, and assessments.</p> <p>The Language and Development subsection may include “Conventions and Style,” and “Author’s Style.” Under “Conventions and Style,” materials provide instruction and opportunities for application of grammar and conventions/language skills. The holistic approach to grammar and language instruction follows this pattern throughout the textbook.</p> <p>See the following examples:  <b>SE/TE:</b> Conventions: Sentence Structure, 35; Types of Phrases, 183; Types of Clauses, 317; Punctuation, 385; Language Development: Create Cohesion: Transitions, 193; Writing an Explanatory Essay: Editing and Proofreading &amp; Publishing and Presenting, 63; Multimedia Presentation, 246-247; Grammar Handbook, R57-R66  <b>TE only:</b> Personalize for Learning: Strategic Support: Dialogue Conventions, 211; English Language Support: Using Semicolons, 385; Subject-Verb Agreement, 785</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p><b>myPerspectives+</b> with:</p> <ul style="list-style-type: none"> <li>• Conventions Center</li> </ul>

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<p>• Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>).</p>	<p>At the 10th grade level, in <i>myPerspectives</i>, materials include Independent Learning where students select one or two texts from an array of 4-5 texts for independent deeper exploration. Student choice is key to engagement and achievement as they work independently to close read and analyze the texts, Student assessment is provided through selection tests and students' use of textual evidence in provided activities.</p> <p>The digital resources include 2-3 Trade Book Suggestions per Unit, with Lesson Plans and Assessment. In addition, an online Digital Library exists with over 140+ eBooks. For examples see: Teaching with Trade Books, T38-T49; Independent Learning: Unit 1: 118A-118D; Unit 4: 484A-484E.</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools provide an extensive library of additional independent readings:</p> <p><b><i>myPerspectives+</i> with:</b></p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> </ul>

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<p>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</p>	<p><i>myPerspectives</i> is a powerful student-centered curriculum that focuses on a consistent approach to improving learning and achievement. From quality instruction that makes the teaching of English Language Arts culturally, socially, and technologically relevant to cutting-edge digital tools that empower teachers and students, <i>myPerspectives</i> transforms the classroom of today into a dynamic and engaging environment for the next generation learner.</p> <p><i>myPerspectives</i> digital resources and tools optimize use of technology to guide and engage students, manage classroom and access data, and personalize learning for all students with multi-media assets, assessments, discussion board, and more, <i>myPerspectives</i> on SavvasRealize™ includes the Interactive Student Edition, Interactive Teacher's Edition, and <i>myPerspectives+</i>.</p> <p><b>Student Edition texts (examples):</b></p> <ul style="list-style-type: none"> <li>• Media: Photo Gallery: <i>from</i> "The Dream Collector," 83</li> <li>• Media: Video: "Franz Kafka and Metamorphosis," 187</li> <li>• "Diane Sawyer Interviews Malala Yousafzai", 319</li> </ul> <p><b>Interactive Student Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Integrated Notebook</li> <li>• Ability to annotate text</li> <li>• Unit and Student Modeling Videos</li> <li>• Selection audio</li> <li>• Multimedia selections</li> <li>• Interactive lessons</li> <li>• Discussion Board</li> </ul> <p><b>Interactive Teacher's Edition</b> with:</p> <ul style="list-style-type: none"> <li>• Annotation models</li> <li>• Downloadable lesson resources</li> </ul>

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<p><b>Continued</b></p> <ul style="list-style-type: none"> <li>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><b>Continued</b></p> <p><b><i>myPerspectives+</i></b> with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> <li>• Digital Library provides 130+ full-length eBooks</li> <li>• Trade Book Lesson plans – 140+ Novel Lesson Plans</li> <li>• English Learner &amp; High Interest Readings</li> <li>• Graphic Organizers &amp; Rubrics</li> <li>• Conventions Center</li> <li>• Writing &amp; Research Center</li> <li>• Speaking &amp; Listening Center</li> <li>• Academic Vocabulary &amp; Word Study Center</li> <li>• Standards Practice</li> </ul>



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<b>IV. Assessment</b>	
<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i>	
<ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s).</li> </ul>	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition front matter. (See <i>Grade 10 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as <b>First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development</b>. These CCS standards are identified on the <b>Lesson Resources</b> page of the Teacher Edition (e.g. pages 12B and 36B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 36, 46, and 50).</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><b><i>myPerspectives+</i>:</b></p> <ul style="list-style-type: none"> <li>• Standards Practice: Common Core Companion Workbook</li> </ul>

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<ul style="list-style-type: none"> <li>• Assesses student proficiency using methods that are unbiased and accessible to all students.</li> </ul>	<p>Assessment has been carefully developed to provide unbiased materials that are accessible to all student in Savvas' <i>myPerspectives</i>. <b>Personalize for Learning</b> includes activities that meet a wide range of student abilities and strengths. All assessment materials were created with the most rigorous standards.</p> <p>Materials for Grade 10 regularly and systematically offer assessment opportunities that genuinely measure student progress. <b>Unit Goals</b> are backward designed from the <b>Performance-Based Assessment</b>. Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p><b>SE/TE:</b> Introduction: Unit Goals, 128; Performance Task: Deliver a Multimedia Presentation, 246-247; Performance-based Assessment: Argument: Essay and Oral Presentation, 253-256; Unit Reflection, 257</p> <p>Selection activities formatively used to assess students' grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p><b>SE/TE:</b> Comprehension Check, 227; Analyze the Text, 228; Concept Vocabulary, 242; Word Study, 242; Analyzing Craft and Structure, 243</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p><b>TE Only:</b> Overview: Independent Learning Pacing Guide, 646-647</p>

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To the EQUIP Rubric for Lessons & Units: ELA (Grades 6–12)**

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<ul style="list-style-type: none"> <li>• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</li> </ul>	<p>At the 10th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples:</p> <p><b>TE:</b> Teaching: <i>Comprehension Check</i>, Unit 2: 179;            Teaching: <i>Comprehension Check</i>, Unit 3: 277;            Teaching: <i>Comprehension Check</i>, Unit 3: 287;            Teaching: <i>Comprehension Check</i> Unit 5: 530;            Teaching: <i>Comprehension Check</i>, Unit 3: 550</p> <p>Tradebook Lesson Plans in <i>myPerspectives Plus</i> include assessments that accompany lessons associated with tradebook titles.</p> <p><b>myPerspectives+:</b>            Tradebook Lesson Plans: Tradebook Lesson Plans (A-B),            1984 Test            Tradebook Lesson Plans: Tradebook Lesson Plans (A-B),            Anne of Green Gables Test</p>

**A Correlation of myPerspectives ©2017 Grade 10  
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<p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> <li>• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>	<p>Materials for Grade 10 regularly and systematically offer assessment opportunities that genuinely measure student progress. The series provides for year-long assessments in the form of a Beginning-of-Year Test on all standards taught in the academic year, a Mid-Year Test, and an End-of-Year Test to determine mastery of standards, and to capture final assessment data. Selection tests track student progress toward mastering standards taught with the selection. Unit tests requiring students to apply standards taught in the unit with new text, providing an opportunity for teachers to remediate.</p> <p>Unit Goals are backward designed from the Performance-Based Assessment. Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p><b>SE/TE:</b> Introduction: Unit Goals, 128; Performance Task: Deliver a Multimedia Presentation, 246-247; Performance-based Assessment: Argument: Essay and Oral Presentation, 253-256; Unit Reflection, 257</p> <p>Selection activities formatively used to assess students' grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p><b>SE/TE:</b> Comprehension Check, 227; Analyze the Text, 228; Concept Vocabulary, 242; Word Study, 242; Analyzing Craft and Structure, 243</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p><b>TE only:</b> Overview: Unit 3: Independent Learning, 248-249</p>