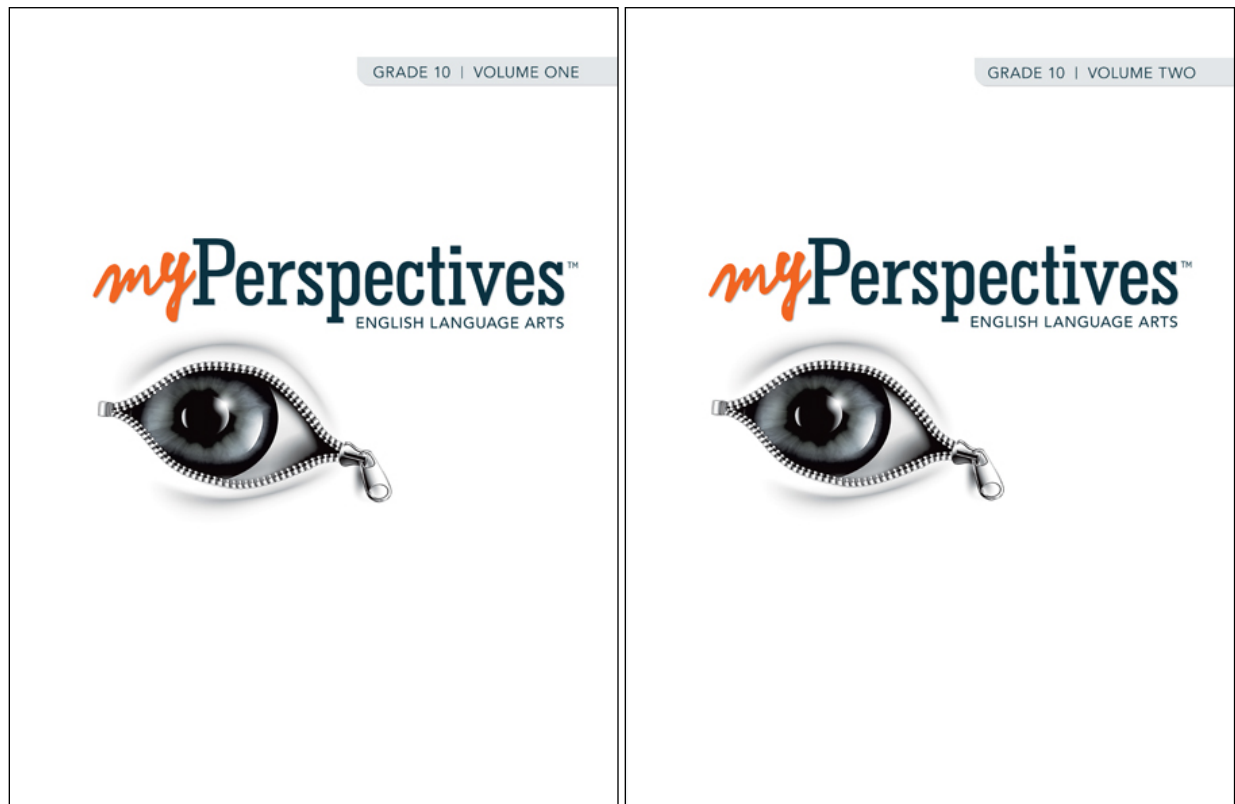


**A Correlation of**



**Grade 10**

**To the**

**Kansas Evidence-Based  
Reading Instruction Guidelines  
Structured Literacy Checklist**

# **A Correlation of myPerspectives, English Language Arts, Grade 10 to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist**

## **Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and 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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Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist	myPerspectives English Language Arts Grade 10
<b>Phonological Awareness</b>	
Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Syllable segmentation and blending	For supporting content please see: <b>SE/TE:</b> Word Study, 110, 208, 220, 242, 280, 290, 315, 340, 384, 426, 465, 476, 531, 551, 569, 600, 640, 699, 742, 798  <b>TE Only:</b> Vocabulary Development, 368, 555
<b>Phonemic awareness including segmentation, blending, and manipulation.</b>	
<ul style="list-style-type: none"> <li>Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Blending (i.e., blending sounds to form words)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Segmentation (i.e. breaking words into individual phonemes)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<ul style="list-style-type: none"> <li>Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word)</li> </ul>	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
<b>Sound-Symbol Association</b>	
Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Blending sounds and letters into words to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.
Segmenting whole words into individual sounds to mastery.	myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.

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<p align="center"><b>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</b></p>	<p align="center"><b>myPerspectives English Language Arts Grade 10</b></p>
<p>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</p>	<p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p>
<p><b>Syllable Instruction</b></p>	
<p>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</p>	<p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p>
<p>Syllable division rules</p>	<p>For supporting content please see: <b>SE/TE:</b> Word Study, 110, 208, 220, 242, 280, 290, 315, 340, 384, 426, 465, 476, 531, 551, 569, 600, 640, 699, 742, 798  <b>TE Only:</b> Vocabulary Development, 368, 555</p>
<p><b>Orthography</b></p>	
<p>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</p>	<p><b>SE/TE:</b> Word Study, 34, 182, 228, 438, 583, 724  <b>TE Only:</b> Vocabulary Development, 149, 516 Analyzing Denotation and Connotation, 474  <b>Digital Resources:</b> <i>myPerspectives Grade 10</i>&gt;Unit Resources&gt;Unit 1: Inside the Nightmare&gt;House Taken Over&gt;Word Study: Patterns of Word Changes (RP)</p>
<p>Explicit instruction in letter formation</p>	<p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p>

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<p><b>Morphology</b></p>	
<p>Study of base words, roots, prefixes and suffixes</p>	<p><b>SE/TE:</b>            Technical Vocabulary, 90            Concept Vocabulary, 100, 212, 232, 308, 418,            634, 738, 758            Word Study, 110, 208, 220, 242, 280, 290, 315,            340, 384, 426, 465, 476, 531, 551, 569, 600, 640,            699, 742, 798</p> <p><b>TE Only:</b>            Vocabulary Development, 368, 555</p> <p><b>Digital Resources:</b>            myPerspectives Plus&gt;Academic Vocabulary and            Word Study&gt;Interactive Vocabulary            Lessons&gt;Grades 9-10 General Academic            Vocabulary</p>
<p>Study of endings (inflectional and derivational)</p>	<p><b>SE/TE:</b>            Technical Vocabulary, 90            Concept Vocabulary, 100, 232, 634, 738            Word Study, 208, 531</p> <p><b>TE Only:</b>            Personalize for Learning, 532            Vocabulary Development, 555</p> <p><b>Digital Resources:</b>            myPerspectives Plus&gt;Academic Vocabulary and            Word Study&gt;Word Study Worksheets&gt;Word            Roots and Suffixes: -jec(t)-, -ity, -ous</p>
<p><b>Grammar/Syntax</b></p>	
<p>Focus on grammar and sentence variations</p>	<p><b>SE/TE:</b>            Conventions, 35, 47, 244, 744, 800            Author’s Style, 478            Language Development: Conventions, 731</p> <p><b>TE Only:</b>            Personalize for Learning, 16            How Language Works, 23, 449</p> <p><b>Digital Resources:</b>            myPerspectives Plus&gt;Conventions&gt;Interactive            Grammar Practice Lessons&gt;Phrases:            Prepositions and Prepositional</p>

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<p>Study of mechanics of language and function of word order to convey meaning</p>	<p><b>SE/TE:</b> Author’s Style, 210 Conventions, 385 Language Development: Conventions, 411</p> <p><b>TE Only:</b> How Language Works, 18, 150, 412</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Conventions&gt;Grammar Tutorials&gt;Semicolons Grammar Grab</p>
<p><b>Vocabulary</b></p>	
<p>Words taught explicitly in multiple settings</p>	<p>This objective is addressed throughout. See, for example: <b>SE/TE:</b> Vocabulary, 7, 131, 263, 367, 497, 661 Concept Vocabulary, 68, 182, 224, 308, 418, 534, 604, 738 Media Vocabulary, 82, 186, 294, 318, 344 Technical Vocabulary, 402</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons&gt;Grades 9-10 Domain-Specific Academic Vocabulary</p>
<p>Synonyms, antonyms, and multiple meanings integrated into classroom discussion</p>	<p><b>SE/TE:</b> Concept Vocabulary, 68, 200, 224, 324, 336, 430, 442, 460, 624, 746 Word Study, 332</p> <p><b>TE Only:</b> Vocabulary Development, 29, 226, 235, 285, 418, 434, 535, 600, 637, 787</p> <p><b>Digital Resources:</b> myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Multiple Meaning Words</p>
<p>Essential features with visual representations for concepts identified during discussion</p>	<p>For supporting content please see: <b>SE/TE:</b> Media Vocabulary, 348</p>

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<p><b>Fluency</b></p>	
<p>Attention to accuracy, rate, and prosody</p>	<p><b>SE/TE:</b> Speaking and Listening: Prepare Your Presentation, 57 Rehearse With Your Group: Brush Up on Your Presentation Techniques, 247, 481 Speaking and Listening: Informal Speech, 654 Speaking and Listening: Storytelling, 812</p>
<p>Use of normative data to ensure adequate progress</p>	<p>For supporting content please see: <b>TE Only:</b> Rehearse With Your Group: Brush Up on Your Presentation Techniques, 247 Digital Perspectives, 812</p>
<p><b>Reading Comprehension</b></p>	
<p>Process of deriving meaning and establishing a coherent mental model of the text's content</p>	<p>This objective is addressed throughout. See, for example: <b>SE/TE:</b> Analyze the Text, 32, 96, 180, 278, 426, 531, 569, 722 Analyze Craft and Structure, 111, 229, 397, 783 Analyze the Media, 321, 348, 406 Author's Style, 756  <b>TE Only:</b> Analyze Imagery, 108, 137 Facilitating Small-Group Close Reading, 202 Determine Theme, 214 Identify Imagery, 607, 739, 780 Understanding Imagery, 791  <b>Digital Resources:</b> myPerspectives Plus&gt;Reading Skills and Literary Analysis&gt;Imagery</p>
<p>Attention to integration of ideas within text and between texts</p>	<p><b>SE/TE:</b> Comparing Texts, 36, 282, 460, 604 Writing to Compare, 48-49, 292-293, 468-469, 612-613  <b>Digital Resources:</b> <i>myPerspectives Grade 10&gt;Unit Resources&gt;Unit 4: All That Glitters&gt;from King Midas&gt;Writing to Compare: Compare-and-Contrast Essay</i></p>

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<p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure, 458, 466, 570, 584, 599, 700, 783 Author’s Style, 334, 467, 601</p> <p><b>TE Only:</b> Determine Theme, 214, 216</p> <p><b>Digital Resources:</b> <i>myPerspectives Grade 10&gt;Unit Resources&gt;Unit 4: All That Glitters&gt;The Golden Touch&gt;Analyze Craft and Structure: Narrative Structure</i> <i>&gt;Unit 5: Virtue and Vengeance&gt;The Tempest, Act III&gt;Analyze Craft and Structure: Dramatic Structure</i></p>
<p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p>	<p>For supporting content please see: <b>TE Only:</b> Analyze Structure, 628</p>
<p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p>	<p><b>SE/TE:</b> Author’s Style, 98, 210, 291, 399 Analyze Craft and Structure, 333, 383, 743, 755</p> <p><b>TE Only:</b> Identify Figurative Language, 218 Analyze Figurative Language, 238, 595 Analyze Rhetorical Devices, 240, 276 Identify Irony, 422 Interpret Irony, 448 Vocabulary Development, 516 Analyzing Metaphor, 517 Analyzing Oxymoron, 519 Analyze Hyperbole, 545, 565 Interpret Figurative Language, 764</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus&gt;Reading Skills and Literary Analysis&gt;Irony</i></p>
<p>Use of graphic organizers</p>	<p><b>SE/TE:</b> Analyze Craft and Structure, 33, 79, 111, 279, 333, 440, 552, 570, 641, 743, 783 Author’s Style, 80, 210, 334, 428, 585, 601, 701</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus&gt;Graphic Organizers and Rubrics&gt;Graphic Organizers&gt;Plot Diagram</i></p>



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<b>Delivery of Instruction</b>	
<p>Explicit instruction in a gradual release model</p>	<p><b>SE/TE:</b> Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 127, 259, 363, 493, 657</p> <p><b>TE Only:</b> Student-Centered Learning, T18-T19</p>
<p>Sequence of instruction is systematic and cumulative</p>	<p><b>TE Only:</b> Pacing Guide: Unit Supplement, T38-T49 Pacing Plan, 2-3, 10-11, 64-65, 116-117, 126-127, 134-135, 196-197, 248-249, 258-259, 266-267, 304-305, 352-353, 370-371, 414-415, 492-493, 500-501, 620-621, 646-647, 656-657, 664-665, 734-735, 804-805</p>

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