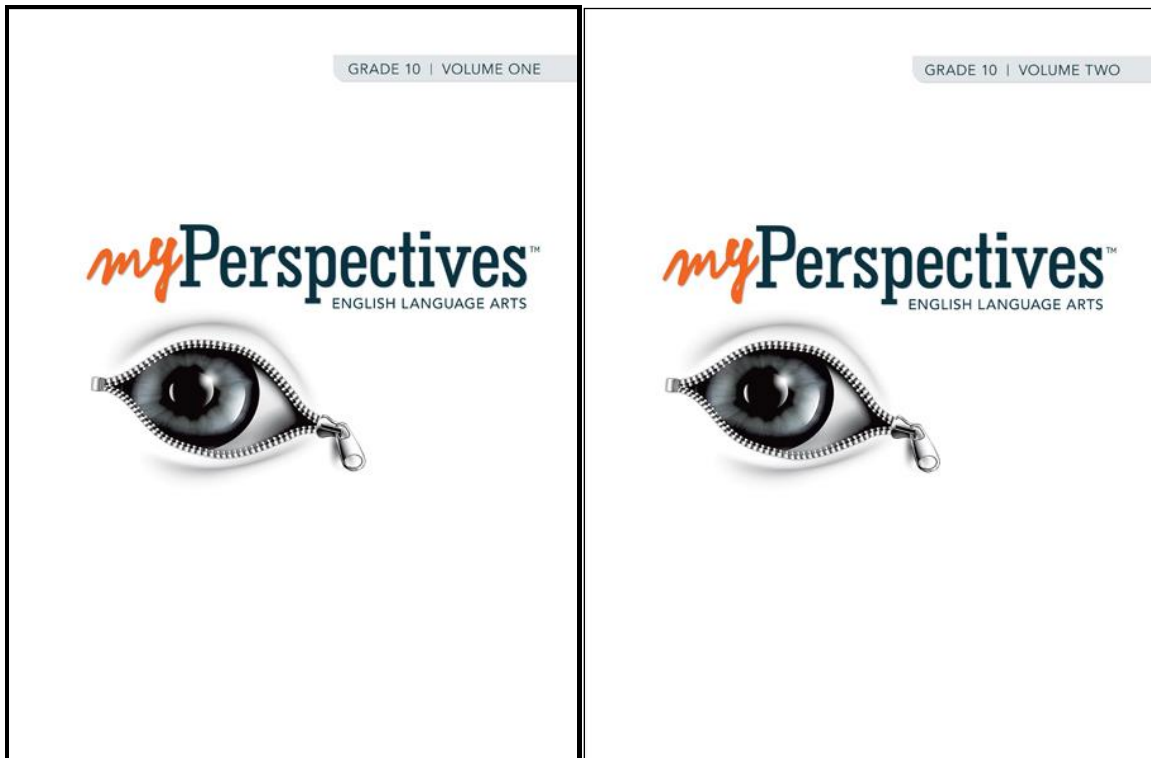


A Correlation of



Grade 10 ©2022

To the

**Kentucky Academic Standards
for Reading and Writing 2019
Grade 10**

A Correlation of myPerspectives English Language Arts Grade 10, 2022 to the Kentucky Academic Standards for Reading and Writing Grade 10, 2019

Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the objectives of the *Kentucky Academic Standards for Reading and Writing, 2019*. Correlation page references are to the Student Edition, Teacher Edition, as well as the Realize Digital platform, and are cited by selection title 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.

**A Correlation of myPerspectives English Language Arts Grade 10, 2022 to the
Kentucky Academic Standards for Reading and Writing Grade 10, 2019**

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Kentucky Academic Standards for Reading and Writing Grade 10, 2019**

Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
RL.9-10: Reading Standards for Literature	
Key Ideas and Details	
RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p><i>Students address this standard in Analyze the Text and in Analyze Craft and Structure: Practice features, which appear with every reading selection.</i></p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 10 Common Core Companion Workbook, 2–14</p>
RL.9-10.2: Determine a theme or central idea 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, 111, 209, 397, 570, 631, 755; Author’s Style, 756</p> <p>TE only: Determine Theme, 214, 216; Personalize for Learning, 217, 439, 700, 748; Identify Theme, 328; Identify Moral, 454; Infer Theme, 686; Analyzing Theme, 712</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 10 Common Core Companion Workbook, 15–27 myPerspectives Plus>Reading Skills and Literary Analysis >Archetypal Theme >Theme</p>

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<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 themes.</p>	<p>SE/TE: Author's Style, 80, 399, 553, 701; Analyze Craft and Structure, 397, 700, 723, 783; Analyze the Text, 699, 722</p> <p>TE only: Analyze Details, 22; Analyze Characterization, 70, 436; Infer Motivation, 73; Analyze Conflict, 76; Infer Characterization, 106, 389; Personalize for Learning, 376; Inferring a Character's Values, 434; Understanding Motive, 683; Understanding Tragic Flaws, 691; Interpreting Dynamic Characters, 695; Analyzing a Dynamic Character, 717; Analyzing Hamartia or Tragic Flaw, 720; Analyze Motivation, 760; Analyze Dialogue, 778</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 10 Common Core Companion Workbook, 28–34 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Character >Character and Characterization >Static and Dynamic Characters</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
<p>Craft and Structure</p> <p>RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>SE/TE: Analyze Craft and Structure, 209, 333, 341, 631, 755; Author’s Style, 210, 334, 342, 440, 553, 585, 632, 756; How to Read Shakespeare, 508–509</p> <p><i>In addition, students address this standard in Concept Vocabulary features, which appear with every reading selection.</i></p> <p>TE only: Analyze Mood, 13, 21; Personalize for Learning, 25, 33, 38, 139, 144, 160, 162, 203, 204, 206, 327, 445, 455, 533, 537, 546, 607, 608, 628, 687, 697, 703, 764; Analyze Simile, 71; Analyze Personification, 103; Analyze Imagery, 108, 137; Analyze Symbolism, 142, 201; Infer Tone, 204; Identify Figurative Language, 218; Analyze Tone, 373; Interpret Irony, 448; Identify Allusion, 451; Analyze Inversion, 453; Analyzing Metaphor, 517; Analyzing Oxymoron, 519; Analyzing Alliteration, 525; Analyze Paradox, 542; Analyze Hyperbole, 545, 565; Analyze Metonymy, 558; Analyze Figurative Language, 595; Identify Imagery, 607; Interpreting the Use of Figurative Language, 675; Analyzing Images, 709, 716; Interpret Sound Devices, 762; Interpret Figurative Language, 764; Interpret Imagery, 780</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 10 Common Core Companion Workbook, 35–47 myPerspectives Plus>Reading Skills and Literary Analysis >Figurative Language >Figurative Language & Extended Metaphor >Imagery >Personification >Sensory Language >Sound Devices</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
<p>RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.</p>	<p>SE/TE: Analyze Craft and Structure, 33, 45, 79, 181, 221, 383, 439, 458, 466, 532, 552, 570, 584, 599, 700, 723, 783; Author’s Style, 112, 222, 467, 601, 632, 701, 725, 784</p> <p>TE only: Analyze Ambiguity, 42; Analyze Foreshadowing, 74; Analyze Rhyme Scheme, 104; Personalize for Learning, 146, 589; Analyze Allegory, 148, 166, 170, 175; Analyze the Grotesque, 161; How Language Works, 329; Identify Foreshadowing, 337; Analyze Irony, 380; Analyze Rhyme, 463; Analyze Acts, 512; Understanding Iambic Pentameter, 515; Understand Asides, 536; Analyze Comic Relief, 547; Understand Stage Directions, 555; Analyze Monologue, 566; Analyze Internal Rhyme, 574; Analyze Parallelism, 587; Analyze Repetition, 609; Analyze Structure, 628; Analyzing the Function of the Chorus, 679; Analyze Tragedy, 696; Analyze Dramatic Irony, 705; Personalize for Learning, 707, 767, 775; Analyze Narration, 766; Analyze Irony, 769; Analyze Foreshadowing, 770; Analyze Rising Action, 773; Analyze Conflict, 774; Analyze Dialogue, 778</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 10 Common Core Companion Workbook, 48–54 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Drama: Dialogue and Stage Directions >Foreshadowing and Flashback >Narrative Poetry >Rhyme</p>
<p>RL.9-10.6: Analyze a particular author’s perspective or cultural experience reflected in a work of literature by drawing on a wide reading of world literature.</p>	<p>SE/TE: <i>House Taken Over</i>, 36; Analyze Craft and Structure, 45, 341; <i>Some Advice to Those Who Will Serve Time in Prison</i>, 324; <i>The Censors</i>, 336; <i>Civil Peace</i>, 388; Historical Context, 502–509, 666–671; <i>The Tempest</i>, 510, 534, 554, 572, 586; <i>Oedipus the King</i>, 672, 702</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 10 Common Core Companion Workbook, 55–61</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts 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.	SE/TE: Writing to Compare, 468–469 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 62–68
RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work.	SE/TE: Author’s Style, 222; Writing to Compare, 468–469, 612–613; Background for the Play, 673 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 69–75 <i>myPerspectives Plus</i> >Reading Skills and Literary Analysis >Contemporary Interpretations of Classical Works
Range of Reading and Level of Text Complexity	
RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	<u>Fiction, poetry, drama, and other literary selections include the following:</u> <i>The Fall of the House of Usher</i> , 12; <i>House Taken Over</i> , 36; <i>Where Is Here?</i> , 68; <i>beware: do not read this poem</i> , <i>The Raven</i> , and <i>Windigo</i> , 100; <i>The Metamorphosis</i> , 136; <i>The Doll’s House</i> , 200; <i>Sonnet</i> , <i>With Bird</i> , <i>Elliptical</i> , and <i>Fences</i> , 212; <i>Caged Bird</i> and <i>Some Advice to Those Who Will Serve Time in Prison</i> , 324; <i>The Censors</i> , 336; <i>The Necklace</i> , 372; <i>Civil Peace</i> , 388; <i>Avarice</i> , <i>The Good Life</i> , and <i>Money</i> , 430; <i>The Golden Touch</i> , 442; from <i>King Midas</i> , 460; <i>The Tempest</i> , 510, 534, 554, 572, 586; <i>En el Jardín de los Espejos Quebrados</i> , <i>Caliban Catches a Glimpse of His Reflection</i> and <i>Caliban</i> , 604; <i>They are hostile nations</i> and <i>Under a Certain Little Star</i> , 624; <i>Oedipus the King</i> , 672, 702; <i>Blind</i> , <i>The Blind Seer of Ambon</i> , and <i>On His Blindness</i> , 746; <i>The Country of the Blind</i> , 758 SE/TE: First Read: Fiction, 12, 36, 68, 136, 200, 336, 372, 388, 442, 758; First Read: Poetry: 100, 212, 324, 430, 460, 604, 624, 746; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Independent Learning: Close-Read Guide, 119, 251, 355, 485, 649, 807; First Read: Drama, 510, 534, 554, 572, 586, 672, 702

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
(Continued) RL.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.	(Continued) <i>In addition, students address this standard in Close Read the Text features, which appear with every reading selection.</i> Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 76–82
RI.9-10: Reading Standards for Informational Text	
Key Ideas and Details	
RI.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<i>Students address this standard in Analyze the Text and in Analyze Craft and Structure: Practice features, which appear with every reading selection.</i> Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 82–96
RI.9-10.2: Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.	SE/TE: Analyze Craft and Structure, 243, 279, 289, 316, 641 TE only: Personalize for Learning, 91, 237, 273 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 97–109 <i>myPerspectives Plus</i> >Reading Skills and Literary Analysis >Connect and Clarify Main Idea >Main Idea (and Supporting Details) >Paraphrase a Text and Find the Main Idea
RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events over the course of a text, including the order in which the points are made, how they are introduced and developed and the connections that are drawn between them.	Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 110–116

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
Craft and Structure	
<p>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 tone.</p>	<p>SE/TE: Author’s Style, 98, 428; Analyze Craft and Structure, 743</p> <p><i>In addition, students address this standard in Concept Vocabulary features, which appear with every reading selection.</i></p> <p>TE only: Personalize for Learning, 51, 236, 274, 284, 472, 789; Analyze Diction, 53, 94, 225; Infer Tone, 233, 421; Analyze Figurative Language, 238; Analyze Alliteration, 286; Identify Irony, 422; Analyzing Denotation and Connotation, 474; Identify Imagery, 739; Analyzing Description, 788; Understanding Imagery, 791; Identifying Tone, 794</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 10 Common Core Companion Workbook, 117–129 myPerspectives Plus>Reading Skills and Literary Analysis >Figurative Language</p>
<p>RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text.</p>	<p>SE/TE: Analyze Craft and Structure, 243, 477, 641, 799; Author’s Style, 478</p> <p>TE only: Analyzing Anecdote, 473</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 10 Common Core Companion Workbook, 130–136</p>

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<p>RI.9-10.6: Determine an author’s point of view, perspective and purpose in a text, and analyze how an author uses rhetoric to advance that point of view or purpose.</p>	<p>SE/TE: Analyze Craft and Structure, 279, 289, 316, 427, 799; Author’s Style, 291</p> <p>TE only: Infer Author’s Purpose, 91; Infer Social Commentary, 237; Analyze Rhetorical Devices, 240, 276; Understand Parallelism, 283; Analyze Parallelism, 311; Examine Antithesis, 312; Understand Purpose, 313; Personalize for Learning, 313; Decipher Social Commentary, 638; Understanding Point of View, 793</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 137–149 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis >Rhetorical Devices</p>
Integration of Knowledge and Ideas	
<p>RI.9-10.7: Analyze various accounts of a subject presented in different print and non-print formats, determining which details are emphasized in each account.</p>	<p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 150–156</p>
<p>RI.9-10.8: Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevancy and sufficiency of the evidence; identify false statements and fallacious reasoning.</p>	<p>SE/TE: Analyze Craft and Structure, 97, 229, 279, 289, 641</p> <p>TE only: Evaluate Evidence, 92; Analyze Deductive Reasoning, 234</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 157–163 <i>myPerspectives Plus</i>>Reading Skills and Literary Analysis > Evaluate Credibility and Analyze Author’s Intentions</p>
<p>RI.9-10.9: Analyze documents of historical and literary significance, including how they address related themes and concepts.</p>	<p>SE/TE: from <i>The “Four Freedoms” Speech</i>, 268; Analyze Craft and Structure, 279, 289; <i>Inaugural Address</i> (of JFK), 282; Writing to Compare, 292–293</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 164–170</p>

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Range of Reading and Level of Text Complexity	
<p>RI.9-10.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.</p>	<p><u>Literary nonfiction, informational, and argumentative selections include the following:</u></p> <p><i>My Introduction to Gothic Literature</i>, 6; from <i>How to Tell You’re Reading a Gothic Novel—in Pictures</i>, 50; <i>Why Do Some Brains Enjoy Fear?</i>, 90; <i>Isn’t Everyone A Little Bit Weird?</i>, 130; <i>Revenge of the Geeks</i>, 224; <i>Encountering the Other: The Challenge for the 21st Century</i>, 232; <i>Born Free: Children and the Struggle for Human Rights</i>, 262; from <i>The “Four Freedoms” Speech</i>, 268; <i>Inaugural Address</i> (of JFK), 282; <i>Speech at the United Nations</i>, 308; from <i>Freedom of the Press Report</i>, 344; <i>I Came, I Saw, I Shopped</i>, 366; <i>In La Rinconada, Peru, Searching for Beauty in Ugliness</i>, 418; <i>The Thrill of the Chase</i>, 470; <i>Neither Justice nor Forgetting: Defining Forgiveness</i>, 496; <i>Let South Africa Show the World How to Forgive</i>, 634; <i>Just Six Dots</i>, 660; <i>View From the Empire State Building</i>, 738; <i>The Neglected Senses</i>, 786</p> <p>SE/TE: Summary, 8, 132, 264, 368, 498, 662; First Read: Media: Informational Graphic, 50; First Read: Nonfiction, 90, 224, 232; 268, 282, 308, 418, 470, 634, 738, 786; Independent Learning: First-Read Guide, 118, 250, 354, 484, 648, 806; Independent Learning: Close-Read Guide, 119, 251, 355, 485, 649, 807</p> <p><i>In addition, students address this standard in Close Read the Text features, which appear with every reading selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 171–177</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
C.9-10: Composition	
Text Types and Purposes	
C.9-10.1: Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
C.9-10.1a: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.	SE/TE: Writing to Sources, 184, 211, 602; Write an Argument, 190, 614; Writing to Sources: Argument, 254, 652 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 179–189
C.9-10.1b: 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: Writing to Sources, 184, 211, 602; Prewriting/Planning, 191, 615; Drafting, 192, 616; Revising, 194; Review Evidence for an Argument, 253, 651; Writing to Sources: Argument, 254, 652 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 181
C.9-10.1c: Develop claim(s) and counterclaims fairly, supplying evidence 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: Writing to Sources, 184, 211, 602; Prewriting/Planning, 191, 615; Drafting, 192, 616; Revising, 194, 618; Review Evidence for an Argument, 253, 651; Writing to Sources: Argument, 254, 652 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 183
C.9-10.1d: Link the major sections of the text cohesively, and clarify the relationships among claim(s), counterclaims, reasons and evidence.	SE/TE: Create Cohesion: Transitions, 193; Revising, 194, 618; Drafting, 616; Create Cohesion: Quotations and Paraphrases, 617
C.9-10.1e: Establish and maintain a task appropriate writing style.	SE/TE: Drafting, 192; Revising, 194, 618 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 184
C.9-10.1f: Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Revising, 618 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 185

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<p>C.9-10.1g: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Prewriting/Planning, 191, 615; Drafting, 192, 616; Create Cohesion: Transitions, 193; Revising, 194, 618; Editing and Proofreading, 195, 619; Publishing and Presenting, 195, 619; Review Evidence for Argument, 253, 651; Writing to Sources: Argument, 254, 652; Argument Rubric, 255, 653; Create Cohesion: Quotations and Paraphrases, 617</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 179–189, 220–221</p>
<p>C.9-10.2: Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p>	
<p>C.9-10.2a: Produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Write an Explanatory Essay, 58; Writing to Sources: Explanatory Essay, 122; Writing to Sources, 189, 297, 400; Write an Informative Essay, 298, 408; Writing to Sources: Informative Essay, 358, 488</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 190–201</p>
<p>C.9-10.2b: Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Prewriting/Planning, 59, 299, 409; Review Evidence for an Explanatory Essay, 121; Writing to Sources: Explanatory Essay, 122; Writing to Sources, 297, 400; Drafting, 300, 410; Revising, 302; Review Evidence for an Informative Essay, 357, 487; Writing to Sources: Informative Essay, 358, 488; Revising, 412</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 194</p>

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C.9-10.2c: Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.	SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Prewriting/Planning, 59, 299, 409; Drafting, 60, 410; Review Evidence for an Explanatory Essay, 121; Writing to Sources: Explanatory Essay, 122; Create Cohesion: Integrate Information in Different Ways, 301; Review Evidence for an Informative Essay, 357, 487; Writing to Sources: Informative Essay, 358, 488; Writing to Sources, 400; Revising, 412 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 192
C.9-10.2d: Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.	SE/TE: Revising, 62; Drafting, 300; Revising, 302; Writing to Sources, 400; Create Cohesion: Conjunctive Adverbs, 411; Editing and Proofreading, 413; Writing to Sources: Informative Essay, 488 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 195
C.9-10.2e: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE/TE: Descriptive Details, 61; Writing to Sources: Explanatory Essay, 122; Revising, 302; Writing to Sources: Informative Essay, 358, 488; Writing to Sources, 400; Revising, 412 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 196, 197
C.9-10.2f: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Drafting, 60; Writing to Sources: Informative Essay, 358; Revising, 412 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 197
C.9-10.2g: Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: Drafting, 60, 410; Revising, 62, 412; Writing to Compare, 322–323; Writing to Sources: Informative Essay, 358; Writing to Sources, 400 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 196

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
<p>C.9-10.2h: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>SE/TE: Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Prewriting/Planning, 59, 299, 409; Drafting, 60, 300, 410; Descriptive Details, 61; Revising, 62, 302, 412; Editing and Proofreading, 63, 303, 413; Publishing and Presenting, 63, 303, 413; Review Evidence for an Explanatory Essay, 121; Writing to Sources: Explanatory Essay, 122; Explanatory Text Rubric, 123; Create Cohesion: Integrate Information in Different Ways, 301; Review Evidence for an Informative Essay, 357, 487; Writing to Sources: Informative Essay, 358, 488; Informative Text Rubric, 359, 489; Create Cohesion: Conjunctive Adverbs, 411</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 190–201, 220–221</p>
<p>C.9-10.3: Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.</p>	
<p>C.9-10.3a: Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose.</p>	<p>SE/TE: Write an Explanatory Essay, 58; Writing to Sources, 81, 386, 441, 726, 785; Write a Nonfiction Narrative, 728; Writing to Sources: Nonfiction Narrative, 810</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 202–212</p>
<p>C.9-10.3b: Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE/TE: Writing to Sources, 386, 441, 726; Prewriting/Planning, 729; Drafting, 730; Writing to Sources: Nonfiction Narrative, 810</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 204, 205</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
C.9-10.3c: Use narrative techniques, such as dialogue, pacing, description, reflection and multiple plot lines, to develop experiences, events and/or characters.	SE/TE: Descriptive Details, 61; Writing to Sources, 441, 726, 785; Prewriting/Planning, 729; Drafting, 730; Revising, 732; Writing to Sources: Nonfiction Narrative, 810 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 207
C.9-10.3d: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Writing to Sources, 441; Prewriting/Planning, 729; Drafting, 730; Writing to Sources: Nonfiction Narrative, 810 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 206
C.9-10.3e: Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.	SE/TE: Descriptive Details, 61; Writing to Sources, 386, 441; Prewriting/Planning, 729; Drafting, 730; Revising, 732; Writing to Sources: Nonfiction Narrative, 810 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 208
C.9-10.3f: Provide a conclusion that explicitly connects the narrative’s relevance to the intended purpose of the writing.	SE/TE: Revising, 62; Writing to Sources, 441; Drafting, 730; Writing to Sources: Nonfiction Narrative, 810 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 208
C.9-10.3g: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: Prewriting/Planning, 59, 729; Drafting, 60, 730; Descriptive Details, 61; Revising, 62, 732; Editing and Proofreading, 63, 733; Publishing and Presenting, 63, 733; Add Variety: Sentence Structure, 731; Review Notes for a Nonfiction Narrative, 809; Writing to Sources: Nonfiction Narrative, 810; Narrative Rubric, 811 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 202–212, 220–221

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**A Correlation of myPerspectives English Language Arts Grade 10, 2022 to the
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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
Production and Distribution of Writing	
C.9-10.4: Use digital resources to create, publish and update individual or shared products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Use a variety of formats to cite sources.	<p>SE/TE: Speaking and Listening, 89, 231, 407; Research, 99, 245, 349, 429, 643, 745; Deliver an Explanatory Presentation, 114–115; Deliver a Multimedia Presentation, 246–247, 350–351, 480–481; Speaking and Listening: Multimedia Presentation, 360</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 227–228</p>
Research to Build and Present Knowledge	
C.9-10.5: 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>SE/TE: Research to Clarify & Research to Explore, 31, 43, 55, 77, 95, 241, 277, 314, 320, 331, 381, 395, 425, 456, 464, 530, 550, 568, 582, 610, 639, 698, 721, 781, 797; Research, 99, 245, 349, 429, 643, 745; Research to Clarify, 109, 179, 188, 207, 219, 227, 287, 339, 347, 437, 475, 597, 619, 741, 753; Research to Explore, 296; Prewriting/Planning, 299</p> <p>TE only: Personalize for Learning, 37, 178, 310, 537, 564</p> <p><i>In addition, this standard is addressed in the Cross-Curricular Perspectives features that appear throughout the TE.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 234–240</p>
C.9-10.6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; 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 and following a standard format for citation.	<p>SE/TE: Research, 99, 245, 349, 429, 643, 745; Prewriting/Planning, 299; Create Cohesion: Integrate Information in Different Ways, 301; Revising, 302</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 241–254</p>

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**A Correlation of myPerspectives English Language Arts Grade 10, 2022 to the
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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
Range of Writing	
C.9-10.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.	SE/TE: QuickWrite, 9, 119, 133, 251, 265, 355, 369, 485, 499, 649, 663, 807; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Write an Explanatory Essay, 58; Writing to Sources, 81, 184, 189, 211, 297, 386, 400, 441, 602, 726, 785; Speaking and Listening, 89; Writing to Sources: Explanatory Essay, 122; Write an Argument, 190, 614; Writing to Sources: Argument, 254, 652; Write an Informative Essay, 298, 408; Writing to Sources: Informative Essay, 358, 488; Speaking and Listening, 727; Write a Nonfiction Narrative, 728 <i>In addition, this standard is addressed in the WriteNow prompts that appear throughout the TE.</i>
L.9-10: Language	
Conventions of Standard English	
L.9-10.1: In both written and oral expression:	
L.9-10.1a: Demonstrate appropriate use of parallel structure.	SE/TE: Author's Style, 230, 291, 725 TE only: Understand Parallelism, 283; Analyze Parallelism, 311, 587; How Language Works, 329; Identify Parallelism, 777 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 310–311
L.9-10.1b: Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Conventions, 35, 47, 183, 244, 281, 317, 459, 642, 744, 800; Add Variety: Sentence Structure, 731; Editing and Proofreading, 733 TE only: Personalize for Learning, 16; How Language Works, 158, 238, 449 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 312–313

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
L.9-10.2: When writing:	
L.9-10.2a: Demonstrate appropriate use of a semicolon with and without a conjunctive adverb to link two or more closely related independent clauses.	SE/TE: Conventions, 385; Create Cohesion: Conjunctive Adverbs, 411; Add Variety: Sentence Structure, 731 TE only: How Language Works, 18, 150 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 314–315
L.9-10.2b: Demonstrate appropriate use of a colon to introduce a list or quotation.	SE/TE: Create Cohesion: Quotations and Paraphrases, 617; Editing and Proofreading, 619 TE only: How Language Works, 618 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 316–317
L.9-10.2c: Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.	SE/TE: Editing and Proofreading, 63, 195, 303, 413, 619 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 318–319
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.	
L.9-10.3a: Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	SE/TE: Editing and Proofreading, 195, 303 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 10 Common Core Companion Workbook, 320–321

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts 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 an array of strategies.	
L.9-10.4a: Use context (e.g., the overall meaning of a sentence, paragraph or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Concept Vocabulary, 34, 56, 68, 78, 110, 182, 208, 220, 224, 228, 242, 332, 336, 340, 426, 430, 442, 460, 470, 551, 624, 630, 640, 746, 782, 786; Technical Vocabulary, 96; Author’s Style, 98 TE only: Vocabulary Development, 154, 205, 447 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice> Grade 10 Common Core Companion Workbook, 322–323, 328–329
L.9-10.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	SE/TE: Word Study, 46, 78, 96, 110, 208, 220, 242, 280, 290, 315, 340, 384, 398, 426, 457, 463, 476, 531, 551, 569, 600, 640, 699, 742, 754, 782, 798; Technical Vocabulary, 90; Concept Vocabulary, 212, 232, 308, 418, 634, 724, 738, 758 TE only: Vocabulary Development, 149, 328, 368, 516, 555, 714 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice> Grade 10 Common Core Companion Workbook, 324–325 <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study >Word Study Worksheets
L.9-10.4c: Consult general and specialized reference materials to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Concept Vocabulary, 280, 438, 699, 724, 742, 754; Word Study, 583, 600, 724, 782 TE only: Personalize for Learning, 15, 234, 310 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice> Grade 10 Common Core Companion Workbook, 326–329

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<p>L.9-10.4d: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: Academic Vocabulary, 5, 129, 261, 365, 495, 659; Word Network, 7, 131, 263, 367, 497, 661; Media Vocabulary, 82, 88, 186, 294, 318, 321, 344, 348; Technical Vocabulary, 90, 96, 402; Author’s Style, 98; Word Study, 630 <i>In addition, students address this standard in Concept Vocabulary features, which appear with most reading selections.</i></p> <p>TE only: Vocabulary Development, 8, 29, 226, 264, 271, 295, 434, 498, 535, 604, 637, 662, 787; Personalize for Learning, 291, 520, 761</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 334–335 <i>myPerspectives Plus</i>>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons >Grades 9–10 Domain-Specific Academic Vocabulary >Grades 9–10 General Academic Vocabulary</p>
<p>L.9-10.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>	
<p>L.9-10.5a: Interpret figures of speech in context, including but not limited to euphemism and oxymoron, and analyze their rhetorical function in the text.</p>	<p>SE/TE: Analyze Craft and Structure, 333, 743, 755; Author’s Style, 342, 756</p> <p>TE only: Personalize for Learning, 25, 38, 51, 139, 144, 160, 203, 206, 274, 284, 327, 445, 455, 472, 533, 546, 607, 608, 628, 687, 697, 703, 764, 789; Analyze Simile, 71; Analyze Personification, 103; Analyzing Metaphor, 517; Analyzing Oxymoron, 519; Analyze Hyperbole, 545, 565; Analyze Metonymy, 558; Analyze Figurative Language, 595; Identify Imagery, 607; Interpreting the Use of Figurative Language, 675; Identify Imagery, 739; Interpret Figurative Language, 764; Interpret Imagery, 780</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 10 Common Core Companion Workbook, 330–331</p>

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Kentucky Academic Standards Reading and Writing 2019	myPerspectives English Language Arts Grade 10
L.9-10.5b: Analyze nuances in the meaning of words with similar denotations.	<p>SE/TE: Word Study, 34, 182, 228, 332, 438, 724; Concept Vocabulary, 476, 600</p> <p>TE only: Personalize for Learning, 83, 143, 165, 524, 561, 573, 585, 590; Vocabulary Development, 235, 285; Analyzing Denotation and Connotation, 474; How Language Works, 724</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice> Grade 10 Common Core Companion Workbook, 332–333</p>

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