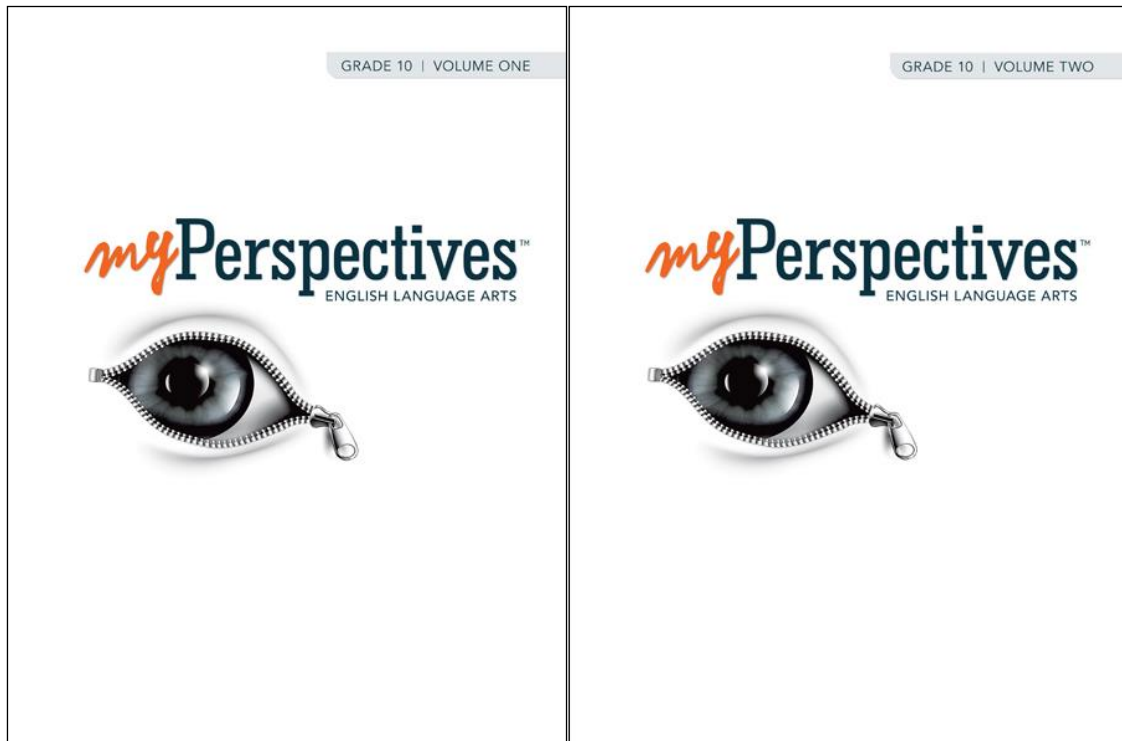


A Correlation of



Grade 10, ©2022

To the

**Minnesota
English Language Arts Standards
2020**

A Correlation of myPerspectives English Language Arts ©2022, Grade 10 to the Minnesota English Language Arts Standards 2020

Introduction

This document demonstrates how *myPerspectives™ English Language Arts, ©2022* meets the objectives of **Minnesota English Language Arts Standards 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

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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Minnesota English Language Arts Standards 2020, Grade 10	myPerspectives English Language Arts Grade 10, @2022
R, Reading	
10.1.R2: Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups.	
10.1.2.1: Read independently and synthesize understanding from multiple texts in order to make meaning about a topic, with guidance and support, and annotate learning.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: First Read, 12, 68, 90, 136, 268, 224, 336, 372, 388, 672, 758, 786 Close Read, 14, 24, 38, 44, 55, 156, 200, 208, 563 First Read guide, 118, 250, 354, 484, 648, 806 Take Notes, 115, 248, 352, 482, 646, 804 Closer Look, 13, 21, 137, 206, 223, 312, 380 Comprehension Check, 31, 55,77,109, 179, 207, 219, 241, 227 Analyze the Text, 32, 44,110, 180, 208, 220, 242, 315, 332
10.1.2.2: Select, read, and comprehend texts that address academic tasks, proficiently at grade 10 text complexity.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: First Read, 12, 68, 90, 136, 268, 224, 336, 372, 388, 672, 758, 786 Close Read, 14, 24, 38, 44, 55, 156, 200, 208, 563 First Read guide, 118, 250, 354, 484, 648, 806 Take Notes, 115, 248, 352, 482, 646, 804 Closer Look, 13, 21, 137, 206, 223, 312, 380 Comprehension Check, 31, 55,77,109, 179, 207, 219, 241, 227 Analyze the Text, 32, 44,110, 180, 208, 220, 242, 315, 332
10.1.2.3: Locate, select, and read text by multiple authors on the same topic or theme to examine concepts or issues from multiple viewpoints or perspectives.	SE/TE: Analyze Craft and Structure, 477
10.1.R3: Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.	
10.1.3.1: Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues, or histories	For opportunities to address this standard please see: "The Orphan Boy and the Elk Dog," 250A

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Minnesota English Language Arts Standards 2020, Grade 10	myPerspectives English Language Arts Grade 10, @2022
10.1.R4: Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.	
10.1.4.1: Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including analysis of how and when author introduces concepts, ideas, or characters; objectively summarize the text.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: Analyze the Text, 32, 44, 78, 110,180, 208, 220, 288, 396, 438, 551, 640, 722 Analyze Craft and Structure, 33, 45, 79, 97, 181, 209, 279, 383, 427, 458, 552, 700 Evidence Log, 49, 57, 81, 133, 191, 245, 401, 429, 553, 650, 663
10.1.4.2: Analyze and compare/contrast the themes or central ideas of multiple texts, researching and interpreting possible impact of author perspective, identity, and bias.	SE/TE: Comparing Texts, 12, 36, 268, 282, 308, 442, 460, 604 Prepare to Compare, 48, 68, 292, 322, 468, 612 Evaluate 128 Analyze the Text, 32 Analyze Craft and Structure, 97, 111, 209, 229, 316, 397
10.1.4.3: Analyze how events, ideas and complex characters develop over the course of a text and advance the plot, in a literary text.	SE/TE: Author's Style, 80, 301, 399, 784 Analyze Craft and Structure, 383, 397, 458, 532, 570,599, 783 Analyze the Text, 396 Prepare to Compare, 612
10.1.4.4: Compare and contrast how two authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.	SE/TE: Comparing Texts, 268, 282 Prepare to Compare, 292, 322
10.1.R5: Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.	
10.1.5.1: Evaluate the impact of the author's choices concerning order of events within a text (e.g., parallel, linear, and nonlinear plots).	SE/TE: Author's Style, 784 Analyze Craft and Structure, 221, 458, 570, 599
10.1.5.2: Evaluate how an author's ideas or claims are developed and refined by given sentences, paragraphs, or larger sections of an informational text.	SE/TE: Analyze Craft and Structure, 243 Author's Style, 230, 478 Launch Test, 262 Closer Look, 311, 312

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10.1.5.3: Evaluate the impact of illustrations, graphics, and other audiovisual elements on the use, meaning, and aesthetics of the text.	SE/TE: First Review, 50, 82, 186, 294, 318, 344, 402 Analyze the Media, 406 Interpreting Graphics, 54
10.1.R6: Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.	
10.1.6.1: Analyze how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.	For opportunities to address this standard please see: "The Orphan Boy and the Elk Dog," 250A
10.1.6.2: Analyze the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science.	<i>myPerspectives ©2022</i> embraces a multi-curricular approach.
10.1.6.3: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TE: Analyze Craft and Structure, 97 Analyze Craft and Structure, 229 Launch Text, 130, 496 Closer Look, 313
10.1.R7: Evaluate arguments and specific claims from complex informational texts.	
10.1.7.1: Analyze the arguments of several authors with similar or different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.	SE/TE: Analyze the Text, 228 Author's Style, 478
10.1.R8: Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.	
10.1.8.1: Evaluate the impact of vocabulary, including key words or phrases with multiple meanings, on content, style, and meaning of literary text.	SE/TE: Word Study, 34, 182, 228, 332, 438, 457 Concept Vocabulary, 34, 46, 78, 96, 182, 228, 332, 384 Author's Style, 428, 553, 585 Close Reading, 457
10.1.8.2: Analyze the impact of specific word choices, including word origins that allude to culture, time period, or geography, in informational text.	SE/TE: Word Network, 7 Analyzing Diction, 94, 225 Concept Vocabulary, 242, 280, 290, 438 Close Read, 270

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10.1.R9: Media Literacy in Reading, Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.	
10.1.9.1: Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, to expand understanding of a topic of inquiry.	SE/TE: Tool Kit, R28–R29 Author’s Style, 98 Conventions, 244 Performance Task, 298–299 Research, 643, 745
10.1.9.2: Make critical choices about information sources to use, based on perspective, biases credibility, and relevancy.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: Analyze Craft and Structure, 279, 427, 799 Tool Kit, R26, R28–R29 Performance Task, 298–299 Research, 643, 745
W, Writing	
10.2.W1: Foundations of Writing, Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.	
10.2.1.1: Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: Quick Write, 9, 119, 133, 251, 265, 499, 649, 807 Writing to Sources, 211, 254, 297, 298, 358, 386, 400, 602 Create Cohesion, 301 Tool Kit, R30–R34 Editing and Proofreading, 63, 195, 303, 413, 619, 733
10.2.1.2: Write with command of grammar and mechanics to influence voice and style.	SE/TE: Performance Task, 730 Language Development, 731
10.2.W2: Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.	
10.2.2.1: Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable.	This standard is addressed throughout <i>myPerspectives Grade 10</i> . See the following pages, SE/TE: Quick Write, 9, 119, 133, 251, 265, 499, 649, 807 Writing to Sources, 211, 254, 297, 298, 358, 386, 400, 602 Finding Visuals, 99
10.2.2.2: Write to represent personal perspective, identity, and voice as a member of a global community.	SE/TE: Quick Write, 265 Write Now, 323

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10.2.W3: Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.	
10.2.3.1: Write and revise to align with the guidelines (e.g., character counts, word counts, structure, style) of various publications.	SE/TE: Write to Compare, 293, 323, 613 Revising, 62; 194, 302, 412, 618, 732 Writing Focus, 408, 410
10.2.3.2: Make effective word use and sentence structure choices for meaning or style, considering audience and context.	SE/TE: Writing to Sources, 122, 400, 533 Writing to Compare, 613 Editing and Proofreading, 195 Write It, 210, 478 Revising, 62, 194, 302, 412, 618
10.2.W4: Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.	
10.2.4.1: Write to argue, basing argument and counter-argument, supported with evidence, on an understanding of the relevant and authentic issues connected to the argument, building on skills from previous years.	SE/TE: Writing to Sources, 211, 254, 602, 652 Performance-Based Assessment Prep, 651 Writing to Compare, 323 Writing an Argument, 190
10.2.4.2: Write to persuade, demonstrating and understanding of the relevant and authentic issues connected to the position, building on skills from previous years.	SE/TE: Drafting, 192, Conventions 291 Write a non-fiction narrative, 728
10.2.W5: Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.	
10.2.5.1: Write to inform or explain, evaluating accuracy and relevancy of information to convey complex ideas about a topic, utilizing organization strategies common in a variety of text structures, and maintain an objective tone while attending to the norms and conventions of the discipline, building on skills from previous years.	SE/TE: Write an explanatory essay, 58–63 Write an informative essay, 298–302
10.2.5.1.a: Use precise, domain-specific vocabulary.	SE/TE: Drafting, 60 Revising, 302 Performance Task, 409
10.2.5.2: Write to respond to literary text, choosing either a deeper or wider analysis of narrative elements.	SE/TE: Quick Write, 9, 133, 265, 369, 499, 663 Writing to Sources, 211, 400, 602

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10.2.W6: Write narratives, poetry, and other creative texts with details and effective technique to express ideas.	
10.2.6.1: Write to create, applying basic and advanced literary techniques and a variety of creative skills to various tasks and purposes, in various literary forms.	SE/TE: Writing to Sources, 81, 335, 441, 386 Write It, 334, 756
10.2.6.2: Use structure appropriate to task and purpose, in written narratives, poetry, or other creative text.	SE/TE: Writing to Sources, 81, 726 Practice, 467 Write It, 756 Performance Task, Writing Focus, 730–733
10.2.W7: Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.	
10.2.7.1: Formulate self-generated questions to solve a problem that guide inquiry, generating additional questions for further research and investigation.	SE/TE: Research to Clarify/Explore, 31, 55, 241, 277, 296, 314. 320, 381, 393, 530
10.2.7.2: Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.	SE/TE: Research, 99 Prewriting/Planning, 59, 191, 299, 615
10.2.W8: Media Literacy in Writing, Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.	
10.2.8.1: Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.	SE/TE: Prewriting/Planning, 191 Write It, 301 Revising, 302 Writing to Sources, 254–255, 533 Create Cohesion, 301, 617 Tool Kit, R30–R34
LSVEI: Listening, Speaking Viewing, and Exchanging Ideas	
10.3.LSVEI 1: Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences.	
10.3.1.1: Exchange ideas through storytelling, discussion, and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives.	
10.3.1.1.a: Exchange ideas on grade 10 topics, texts, and issues from social studies and science.	SE/TE: Overview, Whole-Class Learning, 10–11, 134–135, 266–267, 370–371, 500–501, 664–665

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10.3.1.1.b: Acknowledge and elaborate on others' ideas, and promote a thoughtful, well-reasoned exchange of ideas.	SE/TE: Overview, Whole-Class Learning, 10, 134, 266, 370, 500, 664 Speaking and Listening, 185,343 Discuss Your Findings, 727 Launch Activity, 132, 36
10.3.1.1.c: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TE: Working as a Team, 66–67, 198–199, 306–307, 416–417, 622–623, 736–737 Making a Schedule, 67, 199, 623, 737 Speaking and Listening, 113, 231, 757, 801 Plan With Your Group, 114–115, 480–481, 644 Research, 245, 349, 429, 643, 745 Working on Group Projects, 417
10.3.1.1.d: Develop conflict resolution strategies.	This standard is beyond the scope of <i>myPerspectives Grade 10</i> .
10.3.1.2: Extend conversations by posing and responding to questions that relate the current discussion to broader theme or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion.	SE/TE: Small Group Learning 64, 196, 304, 414, 620, 734 Whole-Class Learning, 10, 134, 266, 370, 500, 664
10.3.1.3: Respond thoughtfully to diverse perspectives and constructive feedback, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own ideas in revising work.	SE/TE: Speaking and Listening 185, 727 Analyze the Text, 110; 630, 742, 754, 798
10.3.LSVEI 2: Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.	
10.3.2.1: Make effective choices regarding vocabulary, language, structure, and advanced application of features of spoken language (e.g., rhetorical questioning), in a variety of forms including digital and face-to-face interactions, considering audience and context.	SE/TE: Present an Argument, 645 Present an Explanatory Text, 115
10.3.LSVEI 3: Media Literacy in Exchanging Ideas, Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.	
10.3.3.1: Select and use the most applicable style of communication, appropriate to task, purpose, audience, and discipline, following ethical and safe communication practice.	SE/TE: Speaking and Listening, 231 Speaking and Listening, Multimedia Presentation, 350–351, 360 Speaking and Listening, Multimedia Project, 407 Oral Presentation, 801 Present an Oral Retelling, 804–805

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<p>10.3.3.2: Create and share, individually or in a collaborative group, and present a piece of digital work or digital communication, which may include ethical remixing or transformation of work, for a specific purpose; publish work, considering audience, demonstrating understanding of digital footprint.</p>	<p>SE/TE: Speaking and Listening Media Presentation, 231 Speaking and Listening, Multimedia Presentation, 350–351, 360 Speaking and Listening, Multimedia Project, 407</p>

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