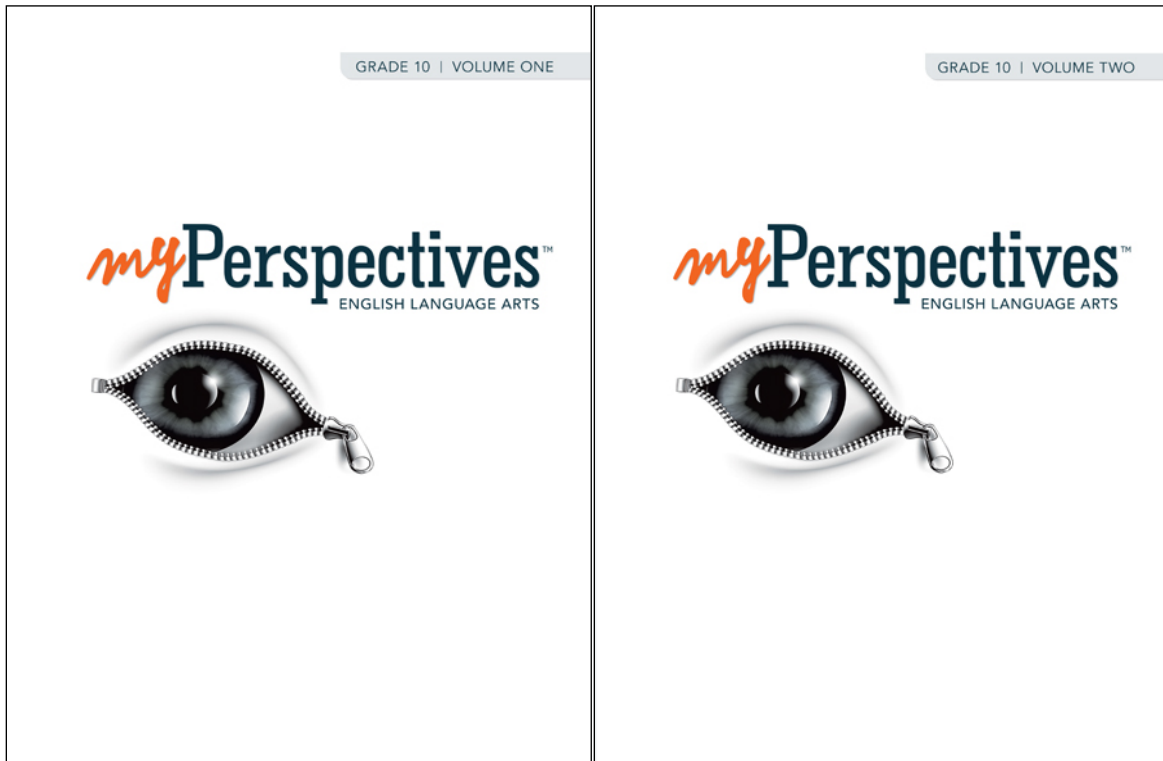


## A Correlation of



**Grade 10 ©2022**

**To the**

**Wisconsin Standards for  
English Language Arts 2020**

# A Correlation of myPerspectives English Language Arts Grades 10 ©2022 to the Wisconsin Standards for English Language Arts 2020

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Wisconsin Standards for English/Language Arts 2020*. Correlation page references are to the Student Edition and Teacher Edition 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.

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Wisconsin Standards for English Language Arts 2020, Grades 9-10	myPerspectives English Language Arts Grade 10
<b>R.9-10: Reading</b>	
Key Ideas and Details	
<p><b>R.9-10.1:</b> Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Cite Textual Evidence (Literary), 32, 44, 45, 78, 110, 180, 181, 208, 220, 332, 340, 382, 383, 397, 438, 457, 465, 531, 551, 569, 583, 584, 598, 611, 630, 699, 700, 722, 723, 754, 782; Infer, 32, 531, 551, 569; Text Analysis, 396; Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Infer, 188, 288, 296; Analyze the Text, 56, 315, 476; Analyze the Media, 321; Read It, 291; Text Analysis, 56, 188</p> <p><b>TE only:</b> Conclude (examples), 14, 17, 19, 24, 27, 29, 38, 40, 51, 53, 54, 91, 94, 137, 138, 140, 142, 147, 234, 237, 238, 240, 269</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Analyze Text Information&gt;Draw Conclusions  <i>myPerspectives ELA National Grade 10</i>&gt;Unit Resources&gt;Units 1-6</p>

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<p><b>R.9-10.2:</b> Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Development of theme, 111; Symbol and Theme, 209; Development of Theme, 397; Dramatic Structure, 570; Speaker, 631; Poet’s Choices: Figurative Language, 755; Author’s Style: Character Development, 399; Speaking and Listening: Oral Interpretation (Theme), 401; Text Analysis, 110, 208, 396, 398, 630, 756; Cite Textual Evidence (Informational), 96, 228, 242, 278, 279, 288, 289, 296, 315, 426, 476, 640, 742, 798; Analyze Craft and Structure: Author’s Purpose: Rhetorical Devices, 316; Analyze the Text, 242, 278, 288, 315, 316, 476, 640; Summary, 8, 132, 264, 368, 498, 662</p> <p><b>TE only:</b> Determine Theme, 214; Identify Theme, 328; Infer Theme, 686; Analyzing Theme, 712</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Summarize&gt;Theme&gt; Archetypal Theme  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Connect and Clarify Main Idea&gt;Main Idea&gt;Paraphrase a Text and Find the Main Idea&gt;Summarize</p>
<p><b>R.9-10.3:</b> In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p>	<p><b>SE/TE:</b> Author’s Style: Character Development, 80, 399; Point of View, 112; Word Choice (Characterization), 553; Writing to Sources: Character analysis, 400; Response to the Story, 785; Analyze Craft and Structure: Development of Theme (Speaker), 111; Development of Theme (Characters), 397; Speaker, 631; Speaking and Listening: Monologue, 387; Writing to Compare: Comparison-and-Contrast Essay (Analyze Character), 612–613; Text Analysis, 112, 631; Analyze the Media, 88; Analyze the Text, 96; Analyze Craft and Structure: Speaker’s Claims and Evidence, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents: Persuasive Appeals, 279; Author’s Style: Parallel Structure, 230; Literary Nonfiction, 427; Literary Nonfiction: Feature Story, 477; Development of Ideas, 799; Writing to Compare: Explanatory Essay, 322–323; Text Analysis, 96, 641</p> <p><b>TE only:</b> Analyze Characterization, 70, 436; Analyzing a Dynamic Character, 717; Infer Character, 389; Infer Characterization, 106; Inferring a Character’s Values, 344; Interpreting Dynamic Characters, 695</p>

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<p>(Continued)</p> <p><b>R.9-10.3:</b> In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p>	<p>(Continued)</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Character&gt;Character and Characterization  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Connect and Clarify Main Idea</p>
<p>Craft and Structure</p> <p><b>R.9-10.4:</b> Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Close Read the Text, 44; Word Study: Connotation and Denotation, 182, 438, 457; Analyze Craft and Structure: Figurative Language, 333, 743, 755; Author’s Style: Diction and Syntax, 210; Specific Details (Images), 334; Word Choice, 342, 553; Motif, 585; Apostrophe (Rhetorical Device), 632; Concept Vocabulary (literary), 12, 34, 36, 46, 68, 78, 110, 136, 182, 200, 208, 212, 220, 332, 336, 340, 372, 384, 388, 398, 438, 442, 457, 460, 465, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 699, 702, 724, 754, 758, 782; Vocabulary, 332, 334, 342, 553, 585, 632, 755, 756; Concept Vocabulary (informational), 50, 56, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 418, 426, 430, 470, 476, 634, 640, 738, 742, 786, 798; Technical Vocabulary, 90, 96; Author’s Style: Parallel Structure, 230; Word Choice, 428; Author’s Choices: Use of Language, 291; Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Vocabulary, 57, 98, 289, 291, 743</p> <p><b>TE only:</b> Identify Figurative Language, 218, 337; Interpreting the Use of Figurative Language, 675, 764</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language&gt;Figurative Language &amp; Extended Metaphor  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study</p>

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<p align="center"><b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b></p>	<p align="center"><b>myPerspectives English Language Arts Grade 10</b></p>
<p><b>R.9-10.5:</b> In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Literary Style, 33; Literary Style (Magical Realism), 45; Literary Style (Modern Gothic), 79; Literary Movement: Modernism, 181; Poetic Form, 221; Literary Devices, 383; Speaker and Point of View, 439; Narrative Structure, 458; Poetic Structures, 466, 552; Shakespeare's Romances, 532; Dramatic Structure, 570, 584; Plot Structure, 599; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Narrative Structure, 783; Author's Style: Point of View, 112; Poetic Form, 222; Poetic Structure, 601; Narrative Pacing, 784; Writing to Compare: Explanatory Essay, 48–49; Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Literary Nonfiction, 243; Development of Ideas, 799; Author's Style: Word Choice/Details, 428; Sentence Variety, 478; Text Analysis, 242</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Analyze Structure and Format&gt;Text Structure: Chronological Order  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Analyze Structure and Format&gt;Analyze Structural Features</p>

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<p><b>R.9-10.6:</b> Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Literary Style, 45; Symbol and Theme, 209; Satire, 341; Development of Theme, 397; Shakespeare’s Romances, 532; Dramatic Structure, 570; Structure of Greek Plays, 700; Elements of Greek Tragedy, 723; Analyze the Text, 332, 457; Text Analysis, 44, 332, 340, 396, 456; Analyze Craft and Structure: Reasoning and Evidence, 229; Seminal Documents, 279, 289; Author’s Purpose, 316; Journalism, 427; Persuasive Techniques, 641; Author’s Style: Use of Language, 291; Text Analysis, 278, 288, 290, 426</p> <p><b>TE only:</b> Understanding Point of View, 793; Analyze Rhetorical Devices, 240, 276; Analyze Rhetoric, 595; Analyze Author’s Purpose, 752; Infer Author’s Purpose, 91</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Point of View&gt;Analyze Historical and Cultural Context  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Author’s Conclusions&gt;Evaluate the Author’s Credibility&gt;Recognize Propaganda&gt;Rhetorical Devices&gt;Evaluate Credibility and Analyze Author’s Intentions</p>
<p>Integration of Knowledge and Ideas</p> <p><b>R.9-10.7:</b> Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&amp;RL)</p>	<p><b>SE/TE:</b> Media: Franz Kafka and Metamorphosis, 186–188; Speaking and Listening: Listen to Performance, 727; also see: Writing to Compare, 48–49, 468–469, 612–613; Narrative Structure, 458; Speaking and Listening: Critique, 727; Seminal Documents: Persuasive Appeals, 289; Inaugural Address (Media/Video), 294–296; Effective Expression, 297; Comparing Text to Media: Interview, 318–321; Writing to Compare, 322–323; Persuasive Techniques, 641</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Identify Characteristics of Various Types of Texts</p>



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<p><b>R.9-10.8:</b> Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Speaker’s Claims and Evidence, 97; Reasoning and Evidence, 229; Literary Nonfiction, 243; Seminal Documents: Persuasive Appeals, 279; Author’s Purpose: Rhetorical Devices, 316; Persuasive Techniques, 641; Analyzing the Text, 242; Text Analysis, 228, 278, 296; Writing to Compare, 292–293</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Analyze Persuasive Appeals&gt;Evaluate Author’s Conclusions&gt;Persuasive Speech&gt;Persuasive Techniques</p>
<p><b>R.9-10.9:</b> Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Author’s Style: Poetic Form, 222; Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Writing to Sources: News Report, 297; Performance Task: Write an Informative Essay, 298–303</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Allusion</p>
<p><b>W.9-10: Writing Standards</b></p>	
<p>Text Types and Purposes</p>	
<p><b>W.9-10.1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–733; 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; Writing to Sources, 81, 184, 189, 211, 297, 335, 386, 400, 441, 533, 602, 633, 726, 785; Performance-Based Assessment: Explanatory Essay, 122–123; Argument, 254–255; Informative Essay, 358–359; Informative Essay, 488–489; Argument, 652–653; Nonfiction Narrative, 810–811</p> <p><b>TE only:</b> WriteNow, 9, 26, 73, 104, 278, 323, 343, 345, 469, 528, 539, 562, 685, 694, 708, 719, 779</p>

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<p>(Continued)  <b>W.9-10.1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p>(Continued)  <b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>W.9-10.2:</b> Write text in a variety of modes:  <b>W.9-10.2.a:</b> Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which 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. 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.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 190–195; Write an Argument, 614–619; Writing to Sources: Pitch, 184; Visual Analysis, 189; Response to Literature, 211; Critical Essay, 602; Performance-Based Assessment: Argument, 253–255, 651–653; Resources Tool Kit: Argument, R6–R11; Activities, 210, 254, 727</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Argument-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Argument</p>

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<p><b>W.9-10.2.b:</b> Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Text, 58–63; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Writing to Compare: Explanatory Essay, 48–49; Comparison-and-Contrast Essay (Analyze Character), 612–613; Writing to Sources: Explanatory Essay, 122; Response To Literature, 211; News Report, 297; Character Analysis, 400; Paraphrase, 533; Response to the Story, 785; Performance-Based Assessment: Informative Essay, 357–359, 487–489; Unit Introduction: Summary, 8, 132, 264, 368, 498, 662; Activities, 121–122, 189, 292, 322, 386, 400, 612; Resources Tool Kit: Informative/Explanatory Texts, R12–R17</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Informative/Explanatory-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Informative/Explanatory Essay</p>
<p><b>W.9-10.2.c:</b> Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 728–733; Performance Task, 58, 60; Author's Style, 334; Writing to Sources: Poem, 335; Short Story, 441; Response to the Story, 785; Performance-Based Assessment: Nonfiction Narrative, 809–811; Character Development, 80; Writing to Sources, 726–727; Narrative, 81; Resources Tool Kit: Narrative, R18–R23</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Narrative-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Short Story</p>

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<b>W.9-10.3:</b> Create writing that utilizes:	
<p><b>W.9-10.3.a:</b> Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.</p>	<p><b>SE/TE:</b> Strengthen Your Conclusion, 62; Narrow the Topic, 191; Order Your Ideas Logically, 192; Create Cohesion: Transitions, 193; Revising for Focus and Organization, 194, 302, 412; Organize Your Essay, 300; Organize Your Ideas, 400; Write a Preliminary Claim, 615; Consider Possible Counterclaims, 615; Logical Argument and Conclusion, 618; Develop the Situation &amp; Plan the Sequence of Events, 729</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>W.9-10.3.b:</b> Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>SE/TE:</b> Strengthen Transitions, 62; Create Cohesion: Transitions, 193; Logical Organization, 194; Argument Rubric, 255; Review, Revise, and Edit, 293; Informative Text Rubric, 359; Create Cohesion, 411 <b>TE only:</b> Transitional Words, 518</p>
<p><b>W.9-10.3.c:</b> Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.</p>	<p><b>SE/TE:</b> Word Choice, 400, 533, 602, 726; Use Precise Language, 732; Descriptive Details, 61; Write an Engaging Introduction, 192; Writing to Sources: Poem, 335; Short Story, 441</p>

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<p>Production and Distribution of Writing</p> <p><b>W.9-10.4:</b> Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<p><b>SE/TE:</b> Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–733; 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; Writing to Sources, 81, 184, 189, 211, 297, 335, 386, 400, 441, 533, 602, 633, 726, 785; Performance-Based Assessment: Explanatory Essay, 122–123; Argument, 254–255; Informative Essay, 358–359; Informative Essay, 488–489; Argument, 652–653; Nonfiction Narrative, 810–811</p> <p><b>TE only:</b> WriteNow, 9, 26, 73, 104, 278, 323, 343, 345, 469, 528, 539, 562, 685, 694, 708, 719, 779</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>W.9-10.5:</b> Develop and strengthen writing (collaboratively and individually) 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><b>SE/TE:</b> Performance Task: Prewriting/ Planning, 59, 191, 293, 299, 409, 615, 729; Drafting, 60, 192, 293, 300, 410, 616, 730; Revising, 62, 194, 302, 412, 618, 732; Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Publishing and Presenting, 63, 195, 303, 413, 619, 733; Activity, 63</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons: The Writing Process-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>

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<b>W.9-10.6:</b> Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:	
<b>W.9-10.6.a:</b> connecting writers and readers,	<p><b>SE/TE:</b> Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Group Presentation, 745; Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Deliver a Multimedia Presentation, 350–351; Improve Your Use of Media, 481, 803; Photo Essay, 745; Activities, 244, 349, 407</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research  myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<b>W.9-10.6.b:</b> producing accessible experiences for specific audiences, and	<p><b>SE/TE:</b> Speaking and Listening: Visual Presentation, 89; Multimedia Presentation, 360; Performance Task: Deliver a Multimedia Presentation, 350–351; Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643</p>
<b>W.9-10.6.c:</b> dynamically and flexibly matching modes with ideas to communicate with readers.	<p><b>SE/TE:</b> Research: Digital Presentation, 99, 245; Presentation, 349; Multimedia Presentation, 429, 643; Improve Your Use of Media, 481, 803; Photo Essay, 745</p>

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<p>Inquiry to Build and Present Knowledge</p> <p><b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p>	<p><b>SE/TE:</b> Research: Digital Presentation, 99, 245; Group Presentation, 745; Infographic, 349; Multimedia Presentation, 429, 643; Research to Clarify &amp; Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Performance Task: Write an Informative Essay, 298–303; Conducting Research, R24–R33; Activities, 98</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Research Lessons-High School</p>
<p><b>W.9-10.8:</b> Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Research: Digital Presentation, 99, 245; Group Presentation, 745; Infographic, 349; Multimedia Presentation, 429, 643; Research to Clarify &amp; Research to Explore, 31, 43, 55, 77, 95, 109, 179, 188, 207, 219, 227, 241, 277, 287, 296, 314, 320, 331, 339, 347, 381, 395, 425, 437, 456, 464, 475, 530, 550, 568, 582, 597, 610, 629, 639, 698, 721, 741, 753, 781, 797; Gather Evidence, 409, 615; Performance Task: Write an Informative Essay, 298–303; Conducting Research, R24–R33; Activities, 244; Performance-Based Assessment, 360</p> <p><b>TE only:</b> Cross-Curricular Perspectives, 6, 131, 167, 169, 230, 263, 292, 660; Digital Perspectives, 225, 727, 771; Research, 45, 178, 299, 303, 504, 537, 564, 807</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Research Lessons Integrating Quotations, Citations, and Images-High School&gt;Interactive Research Lesson: Sources and Evidence-High School</p>

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<p><b>W.9.10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Writing to Compare, 48–49, 292–293, 322–323, 468–469, 612–613; Performance-Based Assessment: Explanatory Essay, 122–123; Argument, 254–255; Informative Essay, 358–359; Informative Essay, 488–489; Argument, 652–653; Nonfiction Narrative, 810–811; Analyze Craft and Structure, 243; Development of Ideas, 799; Speaking and Listening: Critique, 727; Literary Criticism, 603; Analyze Craft and Structure: Practice, 33, 45, 79, 181, 242, 278, 288, 333, 783, 617</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Interactive Whiteboard Lessons  <i>myPerspectives ELA National Grade 10</i>&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>SL.9-10: Speaking &amp; Listening</b> Comprehension and Collaboration</p>	
<p><b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.</p>	
<p><b>SL.9-10.1.a:</b> Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.</p>	<p><b>SE/TE:</b> Discuss It, 2, 120, 125, 126, 252, 257, 258, 356, 361, 362, 486, 491, 492, 597, 650, 655, 656, 720, 808, 813; Present and Discuss, 78, 96, 110, 208, 220, 228, 242, 315, 332, 340, 426, 438, 457, 465, 476, 630, 640, 742, 754, 782, 798; Group Discussion, 132, 323; Speaking and Listening: Group Presentation, 113; Debate, 185, 479; Discuss, 189; Oral Presentation, 757, 801; Small-Group Discussion, 343; Share and Discuss, 727; Activities, 113; Share Your Independent Learning, 125, 361, 491, 813; Activities, 184, 342, 746, 801</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Conversations and Discussions -High School</p>
<p><b>SL.9-10.1.b:</b> Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.</p>	<p><b>SE/TE:</b> Small Group Learning: list and apply your rules, 66, 198, 306, 416, 622, 736; Speaking and Listening: Group Presentation, 113; Debate, 185; Discuss, 189; Oral Presentation, 757; Research: Group Presentation, 745</p>

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<p><b>SL.9-10.1.c:</b> Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.</p>	<p><b>SE/TE:</b> Speaking and Listening: Debate, 185; Discuss, 189; Small Group Discussion, 343; Debate, 479, 603; Discuss, 727; Oral Presentation, 757; Present and Discuss, 426; Research: Group Presentation, 745; Whole-class Learning Strategies, 10, 134, 266, 370, 500, 664</p>
<p><b>SL.9-10.1.d:</b> Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><b>SE/TE:</b> Present and Discuss, 88, 242; Speaking and Listening: Debate, 185, 479, 603; Discuss, 189; Speaking and Listening: Debate, 479; Small Small Group Learning: Support Others, 64, 196, 304, 414, 620, 734</p>
<p><b>SL.9-10.2:</b> Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p><b>SE/TE:</b> Performance Task: Deliver an Explanatory Text, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Media Presentation, 231; Multimedia Project, 407; Performance-Based Assessment: Multimedia Presentation, 360; Research: Digital Presentation, 99; Group Presentation, 745; also see: Media, 82–89, 186–189, 402-407; Activities, 56–57, 231</p> <p><b>Digital Resources:</b> myPerspectives ELA National Grade 10&gt;Unit Resources&gt;Video Library <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Evaluating Presentations -High School</p>
<p><b>SL.9-10.3:</b> Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>SE/TE:</b> Speaking and Listening: Group Presentation, 113; Newscast, 297; Debate, 185, 479; Media Presentation, 231; Oral Presentation, 603, 757; Present and Discuss, 426; Oral Presentation, 757, 801; Seminal Documents: Persuasive Appeals, 279; Literary Criticism, 603; Activities, 184, 278, 296, 602</p> <p><b>TE only:</b> Debate, 277</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Evaluating Presentations -High School</p>

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<p>Presentation of Knowledge and Ideas</p> <p><b>SL.9-10.4:</b> Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.</p>	<p><b>SE/TE:</b> Performance Task: Deliver an Explanatory Text, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351; Present an Informative Text, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803; Speaking and Listening: Informational Graphic, 57; Debate, 185, 479; Poetry Retelling, 223; Media Presentation, 231; Newscast, 297; Multimedia Presentation, 360; Monologue, 387; Oral Interpretation, 400; Dramatic Reading, 571; Oral Presentation, 603, 757, 801; Storytelling, 812; Discuss It, 125, 257; Speaking and Listening: Discuss, 189; Research: Presentation, 349; Performance-Based Assessment: Speaking and Listening, Informal Talk, 124; Oral Presentation, 256; Multimedia Presentation, 360; Oral Presentation, 490; Informal Speech, 654; Storytelling, 812; Activities, 56, 222, 231, 257, 386, 400, 429</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening</p>
<p><b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SE/TE:</b> Performance Task: Present an Explanatory Text, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351; Speaking and Listening: Informational Graphic, 57; Visual Presentation, 89; Group Presentation, 113; Newscast, 297; Monologue, 387; Multimedia Presentation, 360; Dramatic Reading, 571; Oral Presentation, 602, 801; Improve Your Use of Media, 481, 803; Research: Presentation, 349; Multimedia Presentation, 429; Writing to Sources, 184; Performance-Based Assessment: Speaking and Listening, Storytelling, 812; Activities, 56, 88, 98, 231, 360, 407, 429, 812</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Giving a Presentation-High School</p>

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<b>L.9-10: Language</b>	
Knowledge of Language	
<b>L.9-10.1:</b> Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
<b>L.9-10.1.a:</b> Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<b>SE/TE:</b> Scientific and Technical Diction, 98; Diction and Syntax, 210; Satire (slang), 341; How to Read Shakespeare, 508 <b>TE only:</b> Anecdotes for Various Audiences, 316
<b>L.9-10.1.b:</b> Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).	<b>SE/TE:</b> Performance Task: Write an Explanatory Text, 58–63; Write an Argument, 190–195; Write an Informative Essay, 298–303; Write an Informative Essay, 408–413; Write an Argument, 614–619; Write a Nonfiction Narrative, 728–733; Performance Task: Deliver an Explanatory Text, 114–115; Deliver a Multimedia Presentation, 246–247; Deliver a Multimedia Presentation, 350–351; Present an Informative Text, 480–481; Present an Argument, 644–645; Present an Oral Retelling, 802–803
<b>L.9-10.1.c:</b> Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.	<b>SE/TE:</b> Scientific and Technical Diction, 98; Diction and Syntax, 210; Word Choice, 342, 428, 553, 743 <b>TE only:</b> Analyze Diction, 53, 94, 225; Analyze Simile, 71
<b>L.9-10.1.d:</b> (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	<b>SE/TE:</b> Research: Digital Presentation, 99, 245; Multimedia Presentation, 429; Whole Class Performance Task: Gather Evidence, 299; Research: Incorporating Research into Writing, R30–R31; Format for Citing Sources, R32; MLA Style for Listing Sources, R33

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<p>Vocabulary Acquisition and Use</p> <p><b>L.9-10.2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</p>	<p><b>SE/TE:</b> Word Study: Multiple-Meaning Words, 332; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Word Choice, 553</p> <p><b>TE only:</b> Multiple Meaning Words, 83, 143, 165, 235, 285, 524, 561, 573, 585, 661</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Context Clues  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study&gt;Interactive Vocabulary Lessons  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Greek and Latin Roots and Affixes Lessons</p>
<p><b>L.9-10.2.a:</b> Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.</p>	<p><b>SE/TE:</b> Word Study, 34, 228, 290, 310, 340, 384, 398, 457, 531, 551, 569, 583, 600, 640, 699, 724; Domain Vocabulary, 98; Concept Vocabulary, 200, 212, 220, 224, 336, 438, 699, 742, 754, 758; Revising, 732</p> <p><b>TE only:</b> Personalize for Learning, 15, 234; Vocabulary Development, 154; Concept Vocabulary, 217</p>
<p><b>L.9-10.2.b:</b> Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><b>SE/TE:</b> Patterns of Word Changes, 46; Word Study, 78, 96, 110, 208, 220, 242, 280, 290, 315, 340, 384, 398, 426, 457, 465, 476, 531, 551, 569, 600, 640, 699, 742, 782, 798; Concept Vocabulary, 100, 212, 232, 268, 308, 418; Practice, 279; Media Vocabulary, 318; Technical Vocabulary, 90; Familiar Word Parts, 634, 738; Base Words, 758; Vocabulary, 758, 798</p>

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<p><b>L.9-10.3:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>L.9-10.3.a:</b> Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.</p>	<p><b>SE/TE:</b> Word Study: Connotation and Denotation, 34, 182, 228, 438, 600, 724; Analyze Craft and Structure: Figurative Language, 333, 743, 755–756; Poetic Forms, 439; Poetic Structure, 552; Author’s Style: Word Choice, 342, 428, 553; Close Read, 556; Concept Vocabulary, 68, 430  <b>TE only:</b> Figurative Language, 25, 218, 238, 284, 327, 343, 455, 533, 546, 675, 687, 703, 764; Analyzing Oxymoron, 519; Analyze Simile, 71; Analyze Personification, 103; Analyze Imagery, 108, 607, 739, 780; Small Group Close Reading, 215, 432; Personification, 628; Idioms, 144; Analyze Denotation and Connotation, 474; Discuss, 225; Connotations, 341</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language&gt;Figurative Language &amp; Extended Metaphor</p>
<p><b>L.9-10.3.b:</b> Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).</p>	<p><b>SE/TE:</b>  Analyze Craft and Structure, 33; <i>The Metamorphosis</i>, 137-179; Author’s Style, 210; from The "Four Freedoms" Speech, 269-276; <i>Inaugural Address</i>, 283-286; Analyze the Text, 288; Analyze Craft and Structure, 341; Civil Peace, 389-394; Author’s Style, 428; Close Read the Text, 531, 569, 583; Author’s Style, 585; “The Tempest, Act V”, 587-596; Analyze Craft and Structure, 599, 631  Author’s Style, 632, 725, 756, 784  “Oedipus the King, Part I”, 674-697</p>

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<p><b>L.9-10.4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.</p>	<p><b>SE/TE:</b> Academic Vocabulary, 5, 122, 129, 190, 254, 261, 358, 365, 408, 488, 495, 652, 659, 810; Word Network, 7, 131, 263, 367, 497, 661; Concept Vocabulary, 12, 34, 36, 46, 50, 56, 68, 78, 90, 96, 100, 110, 136, 182, 200, 208, 212, 220, 224, 228, 232, 242, 268, 280, 282, 290, 308, 315, 324, 332, 336, 340, 372, 384, 388, 398, 418, 426, 430, 438, 442, 457, 460, 465, 470, 476, 510, 531, 534, 551, 554, 569, 583, 586, 600, 604, 611, 624, 630, 634, 640, 699, 702, 724, 738, 742, 746, 754, 758, 782, 786, 798; Media Vocabulary, 82, 88, 186, 188, 294, 296, 318, 321, 344, 348; Technical Vocabulary, 90, 96, 402, 406; Unit Goals, 4, 128, 260, 364, 494, 658; Vocabulary, 406, 611, 630</p> <p><b>TE only:</b> Concept Vocabulary, 69, 75, 93, 101, 104, 105, 154, 203, 204, 205, 226, 235, 236, 309, 310, 329, 338, 419, 420, 433, 435, 444, 447, 462, 471, 473, 627, 628, 637, 682, 749, 752, 768, 776, 787, 790</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study</p>
<p>Conventions of Standard English</p>	
<p><b>L.9-10.5:</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p>	
<p><b>L.9-10.5.a:</b> Use parallel structure.</p>	<p><b>SE/TE:</b> Author’s Style: Parallel Structure, 230, Author’s Choices: Use of Language, 291 <b>TE only:</b> Understand Parallelism, 283; Analyze Rhetorical Devices, 240; Analyze Parallelism, 311, 587</p>
<p><b>L.9-10.5.b:</b> presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).</p>	<p><b>SE/TE:</b> Conventions: Types of Sentences, 35; Types of Phrases, 47, 183, 244, 280; Adverbial Clauses, 317; Adverbial Phrases, 744; Whole Class Performance Task, 61, 731; Clauses, 459, 642; Phrases, 800; Grammar Activities, 34, 46, 182; Performance Task, 731</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Interactive Grammar Practice Lessons&gt;Phrases&gt; Clauses</p>

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<b>L.9-10.6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
<b>L.9-10.6.a:</b> Use colons and semicolons appropriately.	<b>SE/TE:</b> Language Development Conventions: Create Cohesion: Quotations and Paraphrases, 617; Conventions: Sentence Structure, 35; Semicolon, 385; Vocabulary and Conventions Connection, 386; Language Development Conventions: Create Cohesion: Conjunctive Adverbs (Semicolons), 411; Grammar Handbook, R63 <b>TE only:</b> Semicolon, 18, 150, 642
<b>L.9-10.6.b:</b> Spell correctly.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 63, 195, 303, 413, 619, 733; Spelling, 78, 398; Revise, Review, and Edit, 49, 323; Word Study, 398; Grammar Handbook, R64–R65

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