

A Correlation of



Grade 9, ©2017

To the

**AP[®] English Language and
Composition Exam**

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A Correlation of *myPerspectives* ©2017, Grade 9 to the AP® English Language and Composition Exam

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the AP® English Language and Composition Exam. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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AP® English Language and Composition Exam General Learning Objectives	myPerspectives ©2017 Grade 9
Upon completing the AP English Language and Composition course, students should be able to:	
<p>Analyze and interpret samples of purposeful writing, identifying and explaining an author’s use of rhetorical strategies. This process includes students’ understanding of <i>what</i> an author is saying, <i>how</i> an author is saying it, and <i>why</i> an author is saying it. Additionally, this process looks at how an author’s rhetorical choices develop meaning or achieve a particular purpose or effect with a given audience.</p>	<p><i>myPerspectives</i> promotes student-centered learning through a unit organization that provide activities focus on making meaning. Students develop and share their perspectives on the unit topic through writing in a targeted mode.</p> <p>Students are provided with frequent opportunities to practice writing within the unit’s focus mode. Throughout the unit, students participate in speaking and listening, writing, and research activities that enable them to share learning.</p> <p><u>Performance Task: Writing Focus:</u> Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645; Write a Narrative, 736–743</p> <p><u>Performance Task: Speaking and Listening Focus:</u> Present a Nonfiction Narrative, 110–111; Present an Argument, 238–239, 530–531; Multimedia Presentation, 344–345; Deliver a Multimedia Presentation, 682–683; Create a Podcast, 782–783</p> <p><u>Quick Write</u>, 9, 115, 129, 242, 257, 349, 363, 535, 549, 687, 701, 787</p> <p><u>Writing to Compare</u>, 34–35, 200, 201, 292–293, 492–493, 528–529, 632–633</p> <p><u>Writing to Sources</u>, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773, 777, 790</p> <p><u>Handbook:</u> Writing Handbook, R6–R23; Research, R24–R33</p>

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<p>Analyze images and other multimodal texts for rhetorical features. This goal acknowledges the multiple modes of learning that help students acquire literacy, with attention to the power of visual literacy in understanding an author’s purpose.</p>	<p>SE/TE: First Review Media: Audio, 164, 770; Art and Photography, 194; Graphic Novel, 624; Video, 294–297, 308–311, 524–527; Compare Texts to Media, 516, 528, 774, 780; Media Connection, 479; Photo Gallery, 179; Performance Task: Multimedia Presentation, 344–345; Deliver a Multimedia Presentation, 682–683</p> <p>TE only: Whole Class Planning, 294A–294B, 308A–308B, 524A–524B</p>
<p>Use effective rhetorical strategies and techniques when composing. Students apply their analytical skills to their own writing so that they are reading like writers and writing like readers.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645; Write a Narrative, 736–743; Quick Write, 9, 115, 129, 242, 257, 349, 363, 535, 549, 687, 701, 787; Writing to Compare, 34–35, 200, 201, 292–293, 492–493, 528–529, 632–633; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773, 777, 790</p> <p><u>Peer Reviewing:</u> 57, 173, 303, 499, 645, 741</p>

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<p>Write for a variety of purposes. Students’ writing experiences in the course must exceed the timed writings that are assessed on the AP English Language and Composition Exam. For instance, students might undertake a lengthy and intensive inquiry into a problem or controversy, consulting and evaluating arguments and viewpoints presented in a variety of sources, and using those sources to provoke, complicate, and/or support their own responses to the problem or controversy. Students’ writing in the course should also go through a process that includes feedback from other readers, revision, and proofreading. Finally, forms other than the essays featured in the exam have a place in the course, such as personal narrative, letters, advertisements, reviews, etc.</p>	<p>SE/TE: <u>Argumentative Writing</u>: Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Performance Based Assessment: 245–246, 537–538; Writing to Sources: Argument, 215, 246; Literary Criticism, 538; Critical Review, 150; Persuasive Letter, 484; Review Graphic Novel, 632–633; Writing to Compare: Opinion Article, 528–529</p> <p><u>Informative/ Explanatory Writing</u>: Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Essay, 640–645; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311, 659; Team Report, 333; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 351–352; Explanatory Essay, 689–691</p> <p><u>Narrative Writing</u>: Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Narrative, 790; Sequel, 720; Short Story, 734; Original Literary Work, 769</p>
<p>Respond to different writing tasks according to their unique rhetorical and composition demands, and translate that rhetorical assessment into a plan for writing. Different contexts require different choices in creating and delivering texts. This goal addresses the importance of prewriting and planning in the writing process.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645; Write a Narrative, 736–743; Quick Write, 9, 115, 129, 242, 257, 349, 363, 535, 549, 687, 701, 787; Writing to Compare, 34–35, 200, 201, 292–293, 492–493, 528–529, 632–633; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773, 777, 790</p>

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<p>Create and sustain original arguments based on information synthesized from readings, research, and/or personal observation and experience. Students learn to see argument as addressing a wide range of purposes in a variety of formats. They should be able to recognize general features of arguments, such as claims, evidence, qualifiers, warrants, and conclusions. Students' ability to create informed arguments depends largely upon their reading of primary and secondary sources. The more that students discern argument as entering into a conversation with others, the more credible and cogent their own arguments become.</p>	<p>SE/TE: Craft and Structure: Purpose and Persuasion, 31; Author's Claims and Ideas, 221; Argument, 267, 289; Argumentative Text, 513; Author's Style: Use of Rhetoric, 222</p> <p>TE only: Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p> <p><u>Argumentative Writing:</u> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Writing to Sources: Argument, 215, 246; Literary Criticism, 538; Critical Review, 150; Persuasive Letter, 484; Review Graphic Novel, 632–633; Writing to Compare: Opinion Article, 528–529</p> <p>Performance Task: Speaking and Listening Focus: Present and Argument, 238–239; Performance Based Assessment Prep: Review Evidence for an Argument, 245; Present an Argument, 530–531; Review Evidence for an Argument, 537</p>
<p>Evaluate and incorporate sources into researched arguments. When entering into a conversation with others, students must comprehend and evaluate (not just summarize or quote) others' positions. Such a process involves purposeful reading, a wide range of reading, and the ability to credibly support an evaluation of a writer's position.</p>	<p>SE/TE: Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; Research, 87, 299, 311, 511, 667, 757; Speaking and Listening, 167; Writing to Compare, 201; Gather Evidence and Media, 682; Resources, Research, R24–R33</p> <p>TE only: Cross-Curricular Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706; Personalize for Learning, 40, 272, 295, 468, 514, 526, 562, 595, 791; Strategic Support, 70; Express and Reflect, 266</p>

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<p>Demonstrate understanding of the conventions of citing primary and secondary sources. Students must learn to use the conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (<i>The Chicago Manual of Style</i>), or the American Psychological Association (APA). Students need to understand that for academic writing, the selection of documentation style depends upon the discipline the writing is intended for; students therefore need to learn how to find and follow style guides in various disciplines.</p>	<p>SE/TE: <u>Toll Kit: Research:</u> Formats for Citing Sources, R32; MLA Style for Listing Sources, R33</p> <p>Writing to Sources, 150; Supporting Argument: Using Quotations, 497; Finding Sources, 757</p>
<p>Gain control over various reading and writing processes, with careful attention to inquiry (research), rhetorical analysis and synthesis of sources, drafting, revising/rereading, editing, and review. This goal emphasizes the importance of the entire process of writing, including teacher intervention in providing useful feedback, along with peer review and publication.</p>	<p>SE/TE: The Writing Process Workshops provide detailed instruction on writing to sources and include models and step-by-step revision instructions.</p> <p>Performance Task: Prewriting/ Planning, 53, 169, 299, 495, 641, 739; Drafting, 54, 170, 293, 300, 496, 642, 740; Revising, 56, 172, 293, 302, 498, 644, 742; Editing/ Proofreading, 57, 173, 303, 499, 645, 743; Publishing and Presenting, 57, 173, 303, 499, 645, 743</p>

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<p>Converse and write reflectively about personal processes of composition. Metacognition, or reflection, is a key component of this course; the practice of describing their own processes helps students internalize standards — articulated by local, state, or national rubrics — of effective composition.</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645; Write a Narrative, 736–743</p> <p>Performance Task: Speaking and Listening Focus: Present a Nonfiction Narrative, 110–111; Review Notes for a Nonfiction Narrative, 117; Present and Argument, 238–239, 530–531; Performance Based Assessment Prep: Review Evidence for an Argument, 245, 537; Review Evidence for an Informative Essay, 351; Review Evidence for an Explanatory Essay, 689; Review Notes for a Narrative, 789; Literary Criticism, 494–495, 538; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 311, 659</p> <p><u>Peer Reviewing:</u> 57, 173, 303, 499, 645, 741</p>
<p>Demonstrate understanding and control of Standard Written English as well as stylistic maturity in their own writing. This process clearly relates to the goals of reading rhetorically — the better that students understand how other writers create a particular effect or produce meaning, the more fully their own prose accomplishes such goals.</p>	<p>SE/TE: <i>myPerspectives</i> offers instruction and practice in grammar and conventions throughout the program.</p> <p>Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739; Grammar Handbook, R57–R66</p>
<p>Revise a work to make it suitable for a different audience. In addition to revision, this goal acknowledges the importance of recognizing a variety of audiences for a piece of writing.</p>	<p>SE/TE: Revising, 56, 172, 293, 302, 498, 644, 742</p>