

A Correlation of



Grade 9

To the

**Arkansas
English Language Arts
Standards (2016)**

**A Correlation of *myPerspectives* Grade 9
To the Arkansas English Language Arts Standards (2016)**

Introduction

This document demonstrates how *myPerspectives*[™] **English Language Arts** meets the objectives of the Arkansas English Language Arts Standards (2016). Correlation page references are to the Student Edition and Teacher’s Edition and are cited by activity and page number.

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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Arkansas English Language Arts Standards	myPerspectives ©2017 Grade 9
Grade-Level Standards for Reading Literature	
Grade 9-10	
Key Ideas and Details	
<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.</p>	<p>SE/TE: Cite Textual Evidence, 46, 47, 74, 106, 146, 147, 199, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 592, 618, 619, 631, 656, 678, 716, 717, 730, 731, 766; Infer, 716; Draw Conclusions, 730</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 2–14</p>
<p>RL.9-10.2 Examine a <i>grade-appropriate</i> literary text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i>. ● Determine a <i>theme</i> 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: Summary, 8; Characters Develop Theme, 75; Analyze Theme, 229; Development of Theme, 235; Practice, 341; Identify Theme, 405; Reflect on Your Writing, 484; Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767</p> <p>TE only: Author’s Word Choice, 20; Narrative Fiction, 64; Theme, 101, 475, 479, 489, 670; Challenge, 105, 233, 396; Small-Group Close Reading, 204; Small-Group Learning, 313; analyzing Themes, 495</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 15–27</p>
<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 the <i>theme</i>.</p>	<p>SE/TE: Author’s Style: Exposition and Dialogue, 55; Complex Characters, 75; Frame Story Details, 147; Characterization, 213; Elements of Drama, 397; Archetypal Characters, 492; Character Development, 719</p> <p>TE only: Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 28–34</p>

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Craft and Structure	
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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal <i>tone</i>).	<p>SE/TE: Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Craft and Structure: Epic Simile, 619; Metaphor, 679; Dramatic Irony, 717; Personification, 731; also see: Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; >Reading Skills and Literary Analysis>Figurative Language >Sound Device >Rhyme</p>
RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<p>SE/TE: Analyze Craft and Structure: Narrative Structure: Conflict, 47; Author’s Style: Exposition and Dialogue, 55; Characters Advance Plot, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 48–54</p>
RL.9-10.6 Analyze a particular <i>point of view</i> , <i>perspective</i> , or cultural experience reflected in a work of literature, including works from outside the United States.	<p>SE/TE: <i>Life of Pi</i> (complex characters), 213; <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>, 516–521; <i>The Odyssey</i> (Oral Tradition), 592, 618; <i>The Return</i>, 651–656; <i>Ithaka</i>; <i>The Narrow Road of the Interior</i> (Point of View), 680; <i>A Song on the End of the World</i>, 766–768</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 55–61</p>

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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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's <u>Landscape with the Fall of Icarus</u>).	<p>SE/TE: Speaking and Listening: Listen to a Scene from <i>Romeo and Juliet</i>, 485; Analyze the Text, 631; Prepare to Compare, 632</p> <p>TE only: Planning: from "The Odyssey: A Graphic Novel", 624A</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 62–67</p>
RL.9-10.8 Not applicable to literature.	No applicable to literature according to the Arkansas English Language Arts Standards
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a <i>theme</i> or topic from Ovid or the <u>Bible</u> ; how a later author draws on a play by Shakespeare).	<p>SE/TE: "I Have a Dream", 261–267; Background for the Play: <i>Romeo and Juliet</i>, 375; Comparing Texts: "Pyramus and Thisbe", 486–493; "Ithaka," 672–673, 678; Comparing Texts: "The Odyssey: A Graphic Novel", 624–633; also see: Comparing Text to Media: "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet", 516–522; "Tragic Romeo and Juliet Offers Bosnia Hope", 524–529; <i>from Radiolab</i> "War of the Worlds", 770–773; <i>from American Experience</i> "War of the Worlds", 774–777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785</p> <p>TE only: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; from "The Odyssey: A Graphic Novel", 624A; <i>from RadioLab</i>: "War of the Worlds", 770A; <i>from American Experience</i> "War of the Worlds", 774A; The Myth of the War of the Worlds Panic, 778A</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 69–75</p>

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Arkansas English Language Arts Standards	<i>myPerspectives</i> ©2017 Grade 9
Grade-Level Standards for Range of Reading and Level of Text Complexity	
<p>RL.9-10.10 By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>SE/TE: First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766, 791; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary fiction selections include the following:</u> The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It On the Mountain)</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47,; 76–82</p>

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Grade-Level Standards for Reading Informational Text	
Key Ideas and Details	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as implicitly.</p>	<p>SE/TE: Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 84–96</p>
<p>RI.9-10.2 Examine a <i>grade-appropriate</i> informational text.</p> <ul style="list-style-type: none"> ● Provide an <i>objective summary</i> of the text. ● Determine a central idea of a text and analyze 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: Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 97–109</p>
<p>RI.9-10.3 Analyze how the author structures an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It & Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 110–116</p>

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Craft and Structure	
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 <i>tone</i> (e.g., how the language of a court opinion differs from that of a newspaper).	<p>SE/TE: Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; Word Choice, 193; Multiple-Meaning Words, 106, 191, 491; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 117–129</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 (e.g., section, chapter).	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 19, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author's Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It & Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 130–136</p>
RI.9-10.6 Determine an author's <i>point of view</i> , <i>perspective</i> , and/or purpose in a text and analyze how an author uses rhetoric to advance that <i>point of view</i> , <i>perspective</i> , or purpose.	<p>SE/TE: Craft and Structure: Purpose and Persuasion, 19, 31; Development of Ideas, 199; Author's Claims and Ideas, 221; Use of Rhetoric, 222; Argument, 267, 289; Argumentative Text, 513; Travel Journalism, 755</p> <p>TE only: Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 137–149</p>

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Integration of Knowledge and Ideas	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and <i>multimedia</i>), determining which details are emphasized in each account.	<p>SE/TE: Comparing Text to Media: The <i>Endurance</i> and the <i>James Caird</i> in Images, 194–201; “Lessons of MLK, Jr.”, 322–333; Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516–522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; <i>from</i> Radiolab “War of the Worlds”, 770–773; <i>from</i> American Experience “War of the Worlds”, 774–777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785</p> <p>TE only: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> RadioLab: “War of the Worlds”, 770A; <i>from</i> American Experience “War of the Worlds”, 774A; The Myth of the War of the Worlds Panic, 778A</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; – 156</p>
RI.9-10.8 Analyze 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.	<p>SE/TE: Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 199; 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>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 157–163</p>
RI.9-10.9 Analyze documents of historical and literary significance, including U.S. documents when appropriate, noting how they address related <i>themes</i> and concepts.	<p>SE/TE: “I Have a Dream” 260–269; “Letter From Birmingham Jail” 270–293</p> <p>TE only: Planning & Personalize for Learning, 260A–260D, 270A–270D</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 164–170</p>

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Range of Reading and Level of Text Complexity	
<p>RI.9-10.10 By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 783; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; The Moral Logic of Survivor Guilt, 152; The Voyage of the James Caird, 178; The Value of a Sherpa Life, 216; I Have a Dream, 260; Letter From a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner's License, 634; The Hero's Adventure, 660; The Nuclear Tourist, 746</i></p>

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Grade-Level Standards for Writing Standards K-12	
Text Types and Purposes	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>SE/TE: 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, 538; Critical Review, 150; Persuasive Letter, 484; Criticism, 515; Develop Your Argument, 785; Review Graphic Novel, 633; Writing to Compare: Opinion Article, 529</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 179–189</p>
W.9-10.1.A 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.	<p>SE/TE: Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Writing a Claim, 169; Elements of Literary Criticism, 494; ; Argument, 215; Review Evidence for an Argument, 245, 537; Writing to Sources: Argument, 538; Criticism, 515</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 190–201</p>
W.9-10.1.B Develop claim(s) and counterclaims fairly, supplying relevant evidence and commentary for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	<p>SE/TE: Elements of an Argument, 168; Writing a Claim, 169; Elements of Literary Criticism, 494; Drafting, 496; Supporting Arguments, 497; Writing to Sources: Critical Review, 150; Argument, 215, 245, 246–247, 538</p> <p>TE only: Take a Stand, 331</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 181, 183</p>
W.9-10.1.C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, reasons and evidence, and claim(s) and counterclaims; Include commentary for support.	<p>SE/TE: Elements of an Argument, 168; Create Cohesion: Transitions, 171; Word Choice, 172; Elements of Literary Criticism, 494; Writing to Sources: Argument, 246</p> <p>TE only: Take a Stand, 331</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 184</p>

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W.9-10.1.D Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	SE/TE: Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Revising, 172, 498; Elements of Literary Criticism, 494; Drafting, 496; Writing to Sources: Argument, 246; Public Opinion Report, 333 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 184
W.9-10.1.E Provide an appropriate concluding statement or section that supports the argument presented.	SE/TE: Conclusion, 170; Evaluating Your Draft, 498 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 185
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SE/TE: Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Text, 640–645; Writing to Sources: Writing Plan, 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, 689–690; Explanatory Text/Podcast, 690–691 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 190–201
W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include appropriate text features (e.g., captions, headings), graphics (e.g., figures, tables), and/or <i>multimedia</i> .	SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Elements of an Explanatory Text, 640; Writing to Sources: Encyclopedia Entry, 162; Informative Essay, 352; Writing to Compare, 293, 493 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 192

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W.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, commentary, or other information and examples appropriate to the audience's knowledge of the topic.	<p>SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Drafting, 300, 642; Elements of an Explanatory Text, 640; Writing to Compare, 293, 493; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Informative Essay, 352</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 194</p>
W.9-10.2.C 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>SE/TE: Writing to Compare, 293; Elements of an Informative Text, 298; Revising, 302; Elements of an Explanatory Text, 640; Revising, 644; Writing to Sources: Compare-and-Contrast Essay, 293; Transitions, 332; Author's Style, 514</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 195</p>
W.9-10.2.D Use <i>precise language</i> and <i>domain-specific words</i> to manage the complexity of the topic.	<p>SE/TE: Elements of an Informative Text, 298; Prewriting/ Planning, 299; Using Precise Language, 300; Revising, 302; Elements of an Explanatory Text, 640; Drafting, 642; Writing to Compare, 293; Writing to Sources: Compare-and-Contrast Essay, 293; Newspaper Report, 297; Check for Accuracy: Using a Dictionary and Thesaurus, 643</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 197</p>
W.9-10.2.E Establish and maintain an appropriate format, formal style, and objective <i>tone</i> within the norms and conventions of the discipline.	<p>SE/TE: Revising, 302; Elements of an Explanatory Text, 640; Revising, 644; Writing to Sources: Listener Comment, 167; Newspaper Report, 297; Informative Essay, 352; Writing to Compare, 493</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 197</p>

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W.9-10.2.F Provide an appropriate concluding statement or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	SE/TE: Elements of an Informative Text, 298; Revising, 302, 644; Writing to Compare, 493; Elements of an Explanatory Text, 640 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 196
W.9-10.3 Write narratives to develop real and/or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Narrative, 794; Sequel, 720; Short Story, 734; Original Literary Work, 769 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 202–212
W.9-10.3.A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more <i>points of view/perspectives</i> , and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Choose a Character, 51; Choose an Event to Explore, 53; Structure the Sequence, 53; Writing to Sources, 720; Prewriting/Planning, 737 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 204, 205
W.9-10.3.B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Write a Nonfiction Narrative: Prewriting/Planning, 53; Drafting, 54, 738; Exposition and Dialogue, 55; Revising: Dialogue, 56; Write It!, 719 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 207
W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another, creating coherence.	SE/TE: Writing to Sources, 720; Organize Your Narrative, 738; Revising: Use Narrative Techniques, 740 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 207

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W.9-10.3.D Use precise words, phrases, and details, as well as sensory language, to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Write a Nonfiction Narrative: Prewriting/Planning, 53; Revising, 56; Writing to Sources: Sequel, 720; Short Story, 734; Language Development, 739; Revising, 740 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 208
W.9-10.3.E Provide a purposeful ending that reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: Performance Task: Narrative: Prewriting, 54; Writing to Sources: Alternative Ending, 50; Sequel, 720 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 206, 207
Production and Distribution of Writing	
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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 Text, 640–645; Write a Narrative, 736–743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 791; Writing to Compare, 35, 201, 293, 493, 529, 633, 785; 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, 794 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 213–219
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, addressing what is most significant for a specific purpose and audience.	SE/TE: 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 220–226

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<p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE/TE: Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Finding Sources, 757; Focus Research, 299; Research, 667</p> <p>TE only: Strategic Use of Media, 238; Word Processing Software: Write a Narrative, 52, 736; Write an Argument, 168, 494; Write an Informative Essay, 298; Write an Explanatory Text, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57</p> <p>Digital Resources: myPerspectives Plus>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 227–233</p>
Research to Build and Present Knowledge	

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<p>W.9-10.7 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>	<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</p> <p>TE only: Cross-Cultural 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> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 234–240</p>
<p>W.9-10.8 Gather relevant information from multiple credible print and digital sources, using advanced searches effectively.</p> <ul style="list-style-type: none"> ● 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. ● Follow a standard format for citation. 	<p>SE/TE: Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 352, 538; 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</p> <p>TE only: Gather Evidence & Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Selecting Evidence, 785; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 241–254</p>

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W.9-10.9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.	
W.9-10.9.A Apply Grades 9-10 Reading standards to literature.	<p>SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Literary Criticism, 494; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 311, 659; Explanatory Text, 690; Job Application, 639; Sequel, 720; Writing to Compare, 493, 633, 785</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 255–258</p>
W.9-10.9.B Apply Grades 9-10 Reading standards to informational texts.	<p>SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Writing to Sources: Criticism texts, 515; Essay, 96, 311; Explanatory Text, 690; Job Research, 757</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 259–262</p>
Range of Writing	
<p>W.9-10.10 Write routinely over extended time frames, time for</p> <ul style="list-style-type: none"> ● research ● reflection ● revision and shorter time frames (e.g., a single sitting or a day or two) for a range of tasks, purposes, and audiences. 	<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 Text, 640–645; Write a Narrative, 736–743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 791; Writing to Compare, 35, 201, 293, 493, 529, 633, 785; 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, 794</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 263–272</p>

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Grade-Level Standards for Speaking and Listening	
Comprehension and Collaboration	
<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions</p> <ul style="list-style-type: none"> ● one-on-one ● in groups ● teacher-led with diverse partners on Grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Share Your Independent Learning, 116, 244, 350, 536, 688, 792; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681, 769; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 623; Group Discussion Tip, 86, 94, 106, 192, 212, 220, 234, 318, 330, 331, 340, 341, 512, 521, 522, 656, 664, 678, 754, 766, 767, 783</p> <p>TE only: Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553, 641, 737, 791; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 280</p>
<p>SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 280</p>
<p>SL.9-10.1.B Work with peers to set rules for <i>collegial discussions</i> 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.</p>	<p>SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 280</p>

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<p>SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader <i>themes</i> or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>SE/TE: Conduct a Small Group Discussion, 8; Panel Discussion, 109; Group Discussion Tip, 191; Speaking and Listening, 343; Job Interview, 639</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 280</p>
<p>SL.9-10.D Respond thoughtfully to diverse <i>perspectives</i>, <i>summarize</i> 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>SE/TE: Present and Discuss, 94; Panel Discussion, 109; Analyze the Media, 166; Group Discussion Tip, 192; Speaking and Listening, 343, 623</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 280</p>
<p>SL.9-10.2 Integrate multiple sources of information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, diagrams; speeches), evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: Media: Radio Broadcast: The Key to Disaster Survival? Friends and Neighbors, 164; Media: Video: Remarks on the Assassination of Martin Luther King, Jr., 297; Media: Newscast: Remembering Civil Rights History, “When Words Meant Everything”, 310; Oral Presentation, 769; Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Digital Presentation, 87, 223; Small Group Performance Task, 239, 531; Performance-Based Assessment, 796; Annotated Illustration, 321; Multimedia Timeline, 721; Podcast, 110–111, 692, 786–787; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485; Script, 785</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 282–283</p>

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<p>SL.9-10.3 Evaluate a speaker's <i>perspective</i>, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SE/TE: Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources & Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308–311; Speaking and Listening: Debate, 623 TE only: Speaking and Listening, 167</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 286–292</p>
Presentation of Knowledge and Ideas	
<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>SE/TE: Small Group Performance Task, 110–111, 238, 344, 530, 682, 786; Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Newscast, 297; Classroom Debate, 363, 465, 623; Multimedia Timeline, 721; Oral Presentation, 167, 248, 769; Script, 785; Monologue, 51; Reader’s Theater, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 293–299</p>
<p>SL.9-10.5 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>SE/TE: Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Digital Presentation, 87, 223; Multimedia Timeline, 721; Podcast, 110–111, 692, 786–787; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Create a Script, 785; Small Group Performance Task, 239, 345, 531</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 300–301</p>

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SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of <i>formal English</i> when indicated or appropriate.	SE/TE: Small Group Performance Task, 110, 345, 683, 787; Speaking and Listening: Oral Presentation, 237; Performance Task: Present an Argument, 238–239; Multimedia Presentation, 321, 354–355; Dramatic Interpretation, 423; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 302–308
Grade-Level Standards for Language Conventions of Standard English	
L.9-10.1 Demonstrate command of the conventions of <i>standard English</i> grammar and usage as appropriate for Grades 9-10 when writing or speaking.	SE/TE: Performance Task: Editing/ Proofreading, 303, 645; 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 310–313
L.9-10.1.A Use parallel structure.	SE/TE: Author’s Style (Parallel Structure), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739 TE only: Analyze Parallelism, 323 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 310–311
L.9-10.1.B Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: Conventions: Types of Phrases, 49; Infinitives and Infinitive Phrases, 149; Transitions, 171; Participial Versus Absolute Phrases, 214; Phrases, 523; Active and Passive Voice, 658; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 312–313

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L.9-10.1.C Form and use verbs in the conditional and subjunctive mood.	SE/TE: For supporting content please see: Participles and Participial Phrases, 76
L.9-10.1.D Recognize and correct inappropriate shifts in verb voice and mood.	SE/TE: Voice, active and passive, 658
L.9-10.1.F Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	SE/TE: Sentence types, 33; Phrase Types, 49, 150, 523; Clauses, 291, 723; Absolute phrases, 214; Adverbial clauses, 739; Gerunds and gerund phrases, 666; Infinitive phrases, 149 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 312–313
L.9-10.2 Demonstrate command of the conventions of <i>standard English</i> capitalization, punctuation, and spelling as appropriate for Grades 9-10 when writing.	SE/TE: Performance Task: Editing/ Proofreading, 303, 645; 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 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 314–319
L.9-10.2.B Use a colon appropriately to introduce a list, quotation, or clarification.	SE/TE: Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497; Edit for Conventions, 499 TE only: Using Quotations Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 316–317
L.9-10.2.C Use a semicolon to link two or more closely related independent clauses, using a conjunctive adverb when applicable.	SE/TE: Conventions: Punctuation, 161; Author’s Style: Conventions, 320; Setting and Punctuating Direct Quotations, 497 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 314–315

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L.9-10.2.D Spell correctly.	SE/TE: Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47;, 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.	SE/TE: Author’s Style: Diction, 719, 756; Figurative Language, 96, 236, 399; Rhetoric, 222; Sound Devices, 86; Use of Language, 768; Word Choice, 21, 108, 193; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 320–321
L.9-10.3.A Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	SE/TE: Writing to Sources, 150; Supporting Argument: Using Quotations, 497; Finding Sources, 757; Research: R30–R33 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 320–321
L.9-10.3.B Use verbs in the conditional and subjunctive mood to achieve particular effects.	SE/TE: For supporting content please see: Participles and Participial Phrases, 76

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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 a range of strategies.	SE/TE: Multiple-Meaning Words, 106, 191, 491; Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 322–329
L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	SE/TE: Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47; 322–323
L.9-10.4.B Identify and correctly use patterns of word forms that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	SE/TE: Word Study Skills: Word Changes, 268; Word Families, 482, 718, 783; Word Parts, 591; also see: Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Base Words, 202, 516, 650, 758; Etymology, 340; Prefixes, 20, 94, 421, 447, 521, 397 Digital Resources: <i>myPerspectives Plus</i> >Standards Practice>Grade 6 Common Core Companion Workbook, 35–47, 324–325

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L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<p>SE/TE: Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340; Word Families, 783</p> <p>TE only: Dictionary, 144; Unfamiliar Words, 605, 781</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>
L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p>SE/TE: Concept Vocabulary, 12, 36, 94, 98, 106, 260, 268, 270, 334, 374, 400, 424, 450, 466, 516, 754, 766</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and <i>nuances</i> in word meanings, as appropriate for the grade level.	<p>SE/TE: Figurative Language, 96, 236, 399, 679; Analyze Craft and Structure, 267, 619; Word Study, 664; Word Study, 664, 718; Use of Language, 768; Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Context Clues, 62; Multiple-Meaning Words, 106, 191, 491;</p> <p>TE only: Figurative Language, 14, 16, 25, 37, 92, 137, 184, 206, 223, 227, 231, 459, 471, 674, 725; Analyze Metaphor, 261, 275, 384, 403; Analyze Simile, 381, 568, 713; Personification, 69, 103, 437, 731; Imagery, 81, 393</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>

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L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p>SE/TE: Word Study: Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p>TE only: Figurative Language, 16, 231; Analyze Idioms, 63, 108; Analyze Hyperbole, 66, 323, 416; English Language Support, 92; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Analyze Oxymoron, 432; Challenge, 366C</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>
L.9-10.5.B Analyze <i>nuances</i> in the meaning of words with similar denotations.	<p>SE/TE: Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756</p> <p><u><i>Additional Resources</i></u></p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>
L.9-10.6 Acquire and use accurately <i>grade-appropriate general academic</i> and <i>domain-specific words</i> and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<p>SE/TE: Word Network, 7, 127, 255, 361, 547, 701; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746, 778; Why These Words?, 20, 32, 48, 74, 84, 94, 106, 148, 160, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 521, 591, 620, 656, 664, 678, 718, 732, 754, 766, 783; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 524, 527, 631, 634, 770, 773, 774, 776; Diction, 756</p> <p>Digital Resources: <i>myPerspectives Plus</i>>Standards Practice>Grade 6 Common Core Companion Workbook, 35–47</p>

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