

A Correlation of
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To the
EQuIP Rubric
for Lessons & Units: ELA
Grade 9

**A Correlation of myPerspectives ©2017 Grade 9
To the EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the criteria of the **EQUIP Rubric for Lessons & Units: ELA (Grades 6-12)**. 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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I. Alignment to the Depth of the CCSS	
<i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	
<ul style="list-style-type: none"> • Targets a set of grade-level CCSS ELA/Literacy standards. 	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition frontmatter. (See <i>Grade 9 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development. These CCS standards are identified on the Lesson Resources page of the Teacher Edition (e.g. pages 12B and 22B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 12, 18, and 20).</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><i>myPerspectives+</i>:</p> <ul style="list-style-type: none"> • Standards Practice: Common Core Companion Workbook

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<ul style="list-style-type: none"> • Includes a clear and explicit purpose for instruction. 	<p>Using <i>myPerspectives</i>, instructors can follow a clear, consistent unit design that begins with clear Unit Goals. The Launch Text commonly appears at the advent of a unit. The text is utilized to address the topic within a unit, facilitates student discussion, and introduces a writing model that will be reintroduced performance-based assessments. For examples see:</p> <p>SE/TE: Unit Goals, 4, 124, 252, 358, 544, 696; Launch Text: Narrative Model, 6; Argument Model, Unit 2: 126; Explanatory Model, Unit 5: 546</p> <p>Students then engage in whole and small group learning through one or more texts within the unit. They participate in guided learning activities, including specific reading instructions that allow for careful reading of the text, close study of concept vocabulary, and context clues. For examples see:</p> <p>SE/TE: Comprehension Check, 83, 145; Close Read the Text, 74, 84, 146; Concept Vocabulary, 74, 84, 148; Analyze Craft and Structure, 75, 85, 147; Conventions, 76, 86, 149; Speaking and Listening, 77, 151; Research, 87; Writing to Sources, 150</p> <p>In addition, digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Unit and Student Modeling Videos <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Graphic Organizers & Rubrics

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<p>• Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p><i>Text Complexity Rubrics</i> in the Teacher's Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text, again per Appendix A.</p>

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Grade 9 Selections	Lexile Score
Music for My Mother	770
The New Colossus	NP [not prose; poem]
Legal Alien	NP [not prose; poem]
Grace Abbott and the Fight for Immigrant Rights in America	NA
Finding a Voice: A Taiwanese Family Adapts to America	1170
from When I was Puerto Rican (A Shot at It and Epilogue)	880
Morning Talk	NP [not prose; poem]
Immigrant Picnic	NP [not prose; poem]
The Writing on the Wall	1240
Rules of the Game from The Joy Luck Club	980
With a Little Help from My Friends from Funny in Farsi	940
A Quilt of a Country	1310
The Immigrant Contribution from A Nation of Immigrants	1310
American History	980
The Cost of Survival	910
Seven Steps to Surviving a Disaster	1510
Titanic vs. Lusitania: How People Behave in a Disaster	1230
Survival Is Your Own Responsibility	1120
To Build a Fire	970
from Unbroken	910
The Most Dangerous Game	740
The Voyage of the James Caird from The Endurance	NA
The Endurance and the James Caird in Images	NA
I Am Offering this Poem	NP [not prose; poem]
The Writer	NP [not prose; poem]
Hugging the Jukebox	NP [not prose; poem]
The Value of a Sherpa Life	1220
from Life of Pi	900
The Key to Disaster Survival? Friends and Neighbors	NA
The Moral Logic of Survivor Guilt	1090
The Seventh Man	910
1963: The Year That Changed Everything	1200
"Frank McCain Dies--Helped Start Sit-In Movement at Greensboro Lunch Counter"	NA
Fannie Lou Hamer	NP [not prose; poem]
One Friday Morning	1130
How the Children of Birmingham Changed the Civil-Rights Movement	1040
Sheyann Webb from Selma, Lord, Selma	900
Remembering Civil Rights History: When Words Meant Everything	NA
For My People	NP [not prose; poem]
Incident	NP [not prose; poem]
Lessons of MLK, Jr.	1060
Traveling	830
Remarks on the Assassination of Martin Luther King, Jr.	NP [not prose; poem]

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Grade 9 Selections	Lexile Score
Letter from a Birmingham City Jail	1190
I Have a Dream	1140
Romeo and Juliet: A Tragedy? Or Just a Tragic Misunderstanding?	950
Romeo and Juliet	NA
Annabel Lee	NP [not prose; poem]
If Romeo and Juliet Had Cell Phones	1490
Popocatepetel and Ixtlaccihuatl	1190
What's the Rush? Young Brains Cause Doomed Love	1090
Tragic Romeo and Juliet Offers Bosnia Hope	NA
Romeo and Juliet Is a Terrible Play...	1310
Twenty Years On: The Unfinished Lives of Sarajevo's Romeo and Juliet	1110
In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness	1100
The Tragedy of Romeo and Juliet, Act I-V	NP [not prose; poem]
Pyramus and Thisbe	870
Gone and Back Again: A Traveler's Advice	NP [not prose; poem]
The Road Not Taken	NP [not prose; poem]
Your World	NP [not prose; poem]
Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is	1410
The Ugly Duckling	1210
from Wild	1110
from The Hero's Adventure from The Power of Myth	NA
Courage	NP [not prose; poem]
Ithaka	NP [not prose; poem]
from Narrow Road to a Far Province	1210
The Return	670
from the Odyssey, Part 1 & 2	NP [not prose; poem]
the Odyssey graphic novel	NA
Application for a Mariner's License	NP [not prose; poem]
Dream's Winter	520
Fire and Ice	NP [not prose; poem]
Perhaps the World Ends Here	NP [not prose; poem]
Preparedness 101: Zombie Apocalypse	1370
The Secret Bunker Congress Never Used	1090

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Grade 9 Selections	Lexile Score
The End of the World May Look Just Like This	1020
A Visit to the Doomsday Vault	970
from War of the Worlds	NA
The beginning of the end of the world	NP [not prose; poem]
The Powwow at the End of the World	NP [not prose; poem]
A Song on the End of the World	NP [not prose; poem]
The Myth of the War of the Worlds Panic	1170
The Nuclear Tourist	1120
from RadioLab: War of the Worlds	1080
There Will Come Soft Rains	920

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<i>A unit or longer lesson should:</i>	
<ul style="list-style-type: none"> • Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills. 	<p>At the 9th grade level, in <i>myPerspectives</i>, materials include a Launch Text that facilitates group learning. Two or more texts facilitate whole group and small group learning, and include text that corresponds with performance-based tasks.</p> <p>Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions.</p> <p>At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with Closer Look and Close Read the Text activities.</p> <p>See the following examples:</p> <p>SE/TE: Discussion and Writing Opportunities: SE/TE: Comprehension, Analyze the Text, and Analyze Craft and Structure (examples), 29-31, 73-75, 145-147, 329-331, 420-422; Writing to Compare, 34-35; Speaking and Listening: Scene, 77; Dramatic Interpretation, 423; Writing to Sources, 50, 97, 150, 720</p> <p>TE only: Closer Look, 183, 231</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support clear program instructional purposes:</p> <p>myPerspectives+:</p> <ul style="list-style-type: none"> • Writing & Research Center • Speaking & Listening Center

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<p>• (Grades 3–5) Build students’ content knowledge and their understanding of reading and writing in social studies, the arts, science or technical subjects through the coherent selection of texts.</p>	<p>In <i>myPerspectives</i>, students read texts that represent exploration of a wide variety of genres, disciplines and subjects. Examples include the following:</p> <p>Essay: "The Immigrant Contribution" from <i>A Nation of Immigrants</i>, page 23 Media: Blog Post: <i>The Writing on the Wall</i>, page 79 Editorial: <i>The Moral Logic of Survivor Guilt</i>, page 153 Explanatory Text: <i>Gone and Back Again: A Traveler's Advice</i>, page 546 Workplace Document: <i>Application for a Mariner's License</i>, 635 Magazine Article: <i>The Nuclear Tourist</i>, page 747</p> <p>Related activities, especially research related projects and assignments, deepen connections between readings and the real world and a range of disciplines. For examples, see the following:</p> <p>SE: Research: Research to Clarify Research to Explore: <i>A Quilt of a Country</i>, page 17; <i>The Moral Logic of Survivor Guilt</i>, page 157 TE: Personalize for Learning: <i>Challenge: Military Research</i>, page 157</p> <p>In addition, <i>myPerspectives</i> digital resources and tools provide access to a wide range of cross-disciplinary materials.</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Multimedia selections <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Downloadable lesson resources <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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II. Key Shifts in the CCSS	
<i>The lesson/unit addresses key shifts in the CCSS:</i>	
<p>• Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.</p>	<p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through Unit Goals (see pages 4, 124, 252, 358, 544, 696) and a modeled Launch Text (see pages 6, 126, 254, 360, 546, 698). The Launch Text provides students with a common starting point to address the unit topic. After reading the Launch Text, all students will be able to participate in discussions texts and deepen their reading as they interact and engage closely with unit selections.</p> <p>Text evidence and close reading skills and activities instruction include the following features and structures:</p> <p>Every main selection is followed up with post reading questions and a writing activity in the Making Meaning, Language Development, and Effective Expression portions of the lessons. Close Read the Text and Analyze the Text features (for examples, see pages 18, 30, 46, 491, 591, and 618) require students to analyze the text, make valid claims, and reply using evidence from the text. The Analyze Craft and Structure feature include practice in which students pull evidence from the selection they just read (for examples, see pages 19, 147, 213, 341, and 659).</p> <p>Students are required to complete Writing to Sources writing assignments focused on the thought-provoking theme or topic they have explored (for examples, see pages 50, 160, 215, 352, 484, 659, and 720). These prompts require students to draw extensively on text evidence and to synthesize the evidence from the text. Text-dependent Speaking and Listening activities require students to complete an assignment and collaborate.</p>

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<p>• Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, selections in the Whole-Class and Small-Group Learning segments are followed by text-dependent writing, listening and speaking activities which specifically require students to provide text evidence in their responses.</p> <p>Every main selection is followed up with post reading questions and a writing activity in the Making Meaning, Language Development, and Effective Expression portions of the lessons. Close Read the Text and Analyze the Text features (for examples, see pages 18, 30, 46, 491, 591, and 618) require students to analyze the text, make valid claims, and reply using evidence from the text. The Analyze Craft and Structure feature include practice in which students pull evidence from the selection they just read (for examples, see pages 19, 147, 213, 341, and 659).</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. The CCS standards covered are listed on the Lesson Resources page of the teacher's edition (e.g. page 98B) and at point of use on the student edition pages (e.g. pages 110, 116, and 120).</p>

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<p>• Writing from Sources: Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays).</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, following each selection are close reading activities. Here you will find Writing to Sources features, which present writing assignments in response to the text students have just read. Students are expected to analyze and reflect on the text, and to support all responses with text evidence.</p> <p>In addition, each unit contains a set of paired readings or readings paired with Media in the Compare feature. Those readings are followed by Writing to Compare assignments which are text-dependent and require students to draw evidence from the text.</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks.</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, 736–741; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center

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<p>• Academic Vocabulary: Focuses on building students' academic vocabulary in context throughout instruction.</p>	<p>In <i>myPerspectives</i>, vocabulary learning strategies are consistently built into the unit using vocabulary from any given text within the unit. Opportunities for vocabulary building and development are provided from beginning to end of unit, alongside practical word applications.</p> <p>In the Unit Introduction, students are introduced to Academic Vocabulary that are connected to the unit goals and readings. More targeted words precede and follow nearly every selection in the Concept Vocabulary feature, which is paired with Word Study (after the readings).</p> <p>SE/TE: Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary (examples), 22, 23, 32, 216, 217, 220</p> <p>In addition, <i>myPerspectives</i> digital resources and tools optimize use of technology to provide additional vocabulary work. See the following:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Interactive lessons <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Academic Vocabulary & Word Study Center

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<i>A unit or longer lesson should:</i>	
<p>• Increasing Text Complexity: Focus students on reading a progression of complex texts drawn from the grade-level band. Provide text-centered learning that is sequenced, scaffolded and supported to advance students toward independent reading of complex texts at the CCR level.</p>	<p><i>myPerspectives</i> contains selections that are at the level of text complexity required in Standard 10 of Reading: Literature and Standard 10 of Reading: Informational Text.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>TE: Text Complexity Rubrics (examples), 22C, 36C, 98C, 224C, 348B</p> <p>Please Note: Appendix A of the Common Core State Standards identifies three dimensions for evaluating text complexity: quantitative, qualitative, and reader-task relations. In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors identified in Appendix A. See the Lexile chart provided above.</p>

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<p>• Building Disciplinary Knowledge: Provide opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts.</p>	<p>Each unit contains selections that build on a topic related to the unit's Essential Question and all texts are meant to build knowledge on the unit topic. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit. Students engage in academic discussions about the text, research an aspect of the text, and write about the text, using citations from the selection to support their conclusions. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. Mini-groupings of selections, all joined by the unit's Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit. For examples of this thematically joined unit structure, see the following pages:</p> <p>SE/TE: Unit Introduction, 3, 123, 251, 357, 543, 695</p> <p>Also note how the digital resources support this structure and provide additional materials for building disciplinary knowledge:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Unit and Student Modeling Videos • Interactive lessons <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models • Downloadable lesson resources <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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<p>• Balance of Texts: Within a collection of grade-level units a balance of informational and literary texts is included according to guidelines in the CCSS (p. 5).</p>	<p><i>myPerspectives</i> provides a range of reading opportunities both literary and literary nonfiction/information and include narrative fiction, graphic novel experts, poetry, drama, functional and foundational texts and documents. The Table of Contents identifies the genres of each text included in the program.</p> <p>The texts have been carefully selected to enable students to encounter a wide and rich range of literary and informational texts. Texts were chosen based on criteria such as literary merit, author’s craft, themes, gender and cultural representations, and experiences, insights, readability, and diversity.</p> <p>Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic.</p> <p>See the table of contents and unit introduction pages for listings of selections identified by genre and relationship to other readings:</p> <p>SE/TE: Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 123, 251, 357, 543, 695</p> <p>Also note how the digital resources support this structure and provide informational and literary texts:</p> <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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<p>• Balance of Writing: Include a balance of on-demand and process writing (e.g., multiple drafts and revisions over time) and short, focused research projects, incorporating digital texts where appropriate.</p>	<p>Selections are accompanied by one or more writing assignments, the majority of Writing assignments take various forms; most fall within the three key CCSS modes (narrative, informative/ explanatory, and argument). Students working through the unit will complete an average of one Writing to Sources activity each week. These assignments are designed for students to learn and use the full range of writing process elements.</p> <p>In addition, each unit contains a set of paired readings or readings paired with Media in the Compare feature. Those readings are followed by Writing to Compare assignments which are text-dependent and require students to draw evidence from the text. These lessons also teach the writing process.</p> <p><i>myPerspectives</i> provides numerous opportunities for students to perform research. Research to Clarify and Research to Explore are offered after every selection so that students can do short targeted research and incorporate that skill as a learning habit.</p> <p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Writing to Sources, 215, 246–247, 538; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317</p> <p>Also note how the digital resources support writing instruction:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center

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III. Instructional Supports	
<i>The lesson/unit is responsive to varied student learning needs:</i>	
<ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>The Savvas <i>myPerspectives</i> Grade 9 program cultivates student interest and engagement in a variety of ways. Each unit contains selections that build on a topic related to the unit’s Essential Question and all texts are meant to build knowledge on the unit topic. Readings are paired, organized around thematic assignments and further explored through a Compare to Media feature.</p> <p>SE/TE: Unit Introduction, 3, 123, 251, 357, 543, 695; Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 517–524; “Tragic Romeo and Juliet Offers Bosnia Hope”, 525–529; <i>from</i> Radiolab “War of the Worlds”, 770–773; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785</p> <p>Assignments that have students writing and speaking about texts connect to the overall theme and deepen their engagement with it and the texts themselves. For examples of the range of activities provided to cultivate student interest see the following examples:</p> <p>SE/TE: Working as a Team, 60, 176; Performance-Based Assessment: Podcast, 692; Dramatic Reading, 792; Listening and Speaking: Retelling, 151; Pep Talk, 163; Debate, 343, 465; Dramatic Interpretation, 423; Writing to Sources: Alternative Endings, 50; Argument, 215, 246, 538; Adaptation Proposal, 659; Broadcast Outline, 773</p>

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<p>Continued</p> <ul style="list-style-type: none"> • Cultivates student interest and engagement in reading, writing and speaking about texts. 	<p>Continued</p> <p>Also note how the digital resources support extending and deepening student engagement:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Multimedia selections • Discussion Board <p><i>myPerspectives+</i> with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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<ul style="list-style-type: none"> • Addresses instructional expectations and is easy to understand and use. 	<p>Each unit contains selections that build on a topic related to the unit's Essential Question and all texts are meant to build knowledge on the unit topic.</p> <p>See the Table of Contents and Unit Introduction pages for listings of selections identified by genre and relationship to other readings:</p> <p>SE/TE: Table of Contents, T6–T17 (SE pages vi–xvii); Unit Introduction, 3, 123, 251, 357, 543, 695</p> <p>The structure of each unit of <i>myPerspectives</i> provides a clear instructional focus through Unit Goals (see pages 4, 124, 252, 358, 544, 696).</p> <p>Mini-groupings of selections, all joined by the unit's Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit.</p> <p>Each unit also features one writing and one speaking & listening Performance Task that can be completed individually or collaboratively. The unit provides an additional Performance-Based Assessment workshop that includes a writing project and a speaking and listening presentation, which both build on the unit tasks. Every unit ends with a Unit Reflection. See the following examples:</p> <p>SE/TE: Performance Task: Write a Narrative, 736; Create a Podcast, 782; Performance-Based Assessment, 789; Unit Reflection, 793</p>

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<p>• Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.</p>	<p><i>myPerspectives</i> offers a rich array of grade-level complex texts, and each student, no matter their learner level, encounters the same text. Selections are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the teacher's edition, and through carefully scaffolded post-reading.</p> <p>Close Read the Text helps students work in groups to revisit the text and annotate it for questions and conclusions. Analyze the Text, Analyze Craft and Structure, and Writing to Sources questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p>SE/TE: Close Read, 318, 463; Analyze the Text, 46, 491, 591; Analyze Craft and Structure, 95, 107, 147; Writing to Sources, 215, 246–247</p> <p>In addition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition.</p> <p>TE: Personalize for Learning: English Language Support, 14, 159; Challenge, 490; Strategic Support, 590</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Selection audio • Interactive lessons <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • English Learner & High Interest Readings

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<ul style="list-style-type: none"> • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence. 	<p>At the 9th grade level, in <i>myPerspectives</i>, questions are high-quality text-dependent questions requiring students to rely on the text to find the answers.</p> <p>Questions, tasks, and assignments are evident in each of the unit’s three sections: Whole-Class Learning, Small-Group Learning, and Independent Learning. Within the units, each module begins with a First Read guide which provides general text-dependent questions. The module also includes Comprehension Checks, Close Reads, and Analyze sections that provide text-specific questions. Each unit is designed in this manner to provide a scaffold-approach to text-dependent and text-specific questioning. Students are required to provide support from the text in most of the work they complete within the unit.</p> <p>See the following examples: SE/TE: First Read, 132, 224, 516, 651; Close Read Side Notes, 133, 135, 137, 141, 143, 428; Comprehension Check, 145, 232, 233, 520, 655; Close Read the Text, 146, 234, 521, 656; Analyze the Text, 146, 234, 521, 656; Analyze Craft and Structure, 147, 235, 522, 657 TE only: Closer Look, 134, 138, 139, 140, 226, 227, 231, 271, 280, 426, 432, 517, 525, 651</p>

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<p>• Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.</p>	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition. For examples see:</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 22C, 202C; English Language Support, 14, 159, 193</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Selection audio • Interactive lessons <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • English Learner & High Interest Readings

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<p>• Provides extensions and/or more advanced text for students who read well above the grade level text band.</p>	<p><i>myPerspectives</i> consistently supports a range of reading levels, so that students of all levels can directly experience the complexity of the text. Throughout the Teacher's Edition, differentiated Instruction is provided with the Personalized Learning pages in the Teacher's Edition. For examples see:</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 12C, 22C; Challenge, 17, 73, 145, 490</p> <p>Also note how the digital resources support scaffolding for students' engagement with texts of different complexity:</p> <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Integrated Notebook • Interactive lessons • Discussion Board <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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<i>A unit or longer lesson should:</i>	
<ul style="list-style-type: none"> • Include a progression of learning where concepts and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>). 	<p>The instructional materials reviewed for Grade 9 meet the criteria for materials supporting students’ increasing literacy skills over the course of the school year.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success in reading texts of increasing complexity.</p> <p>Text Complexity Rubrics in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students so all students are able to access the same text.</p> <p>In the Teacher's Edition, for every main selection, a Text Complexity Rubric provides a Lexile (a quantitative measure of complexity), as available, and ranks the selection in terms of qualitative factors. In addition, for each main text, the Text Complexity rubrics suggest two reader-task relations that teachers can use to inflect the complexity of the text.</p> <p>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p>TE: Personalize for Learning: A Quilt of a Country, Unit 1: 12C; Personalize for Learning: The Moral Logic of Survivor Guilt, Unit 2: 152C; Personalize for Learning: “I Have a Dream”, Unit 3: 260C; Teaching: Pyramus and Thisbe, Unit 4: 487-489; Teaching: from The Odyssey Part I: The Adventures of Odysseus, Unit 5: 560-589; Teaching: There Will Come Soft Rains, Unit 6: 723-728</p>

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<p>• Gradually remove supports, requiring students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</p>	<p>Each unit contains selections that build on a topic related to the unit's Essential Question and all texts are meant to build knowledge on the unit topic and end with student working independently. Following each reading, students are prompted to re-read the text exploring its language, its key ideas, its structure, and merit.</p> <p>SE/TE: Unit Introduction, 3, 123, 251, 357, 543, 695</p> <p>Mini-groupings of selections, all joined by the unit's Essential Question, are built into the Whole-Class Learning, Small-Group Learning, and Independent Learning sections of each unit. All the unit selections are scaffolded through instruction and modeling of skills so that students are working towards increasing independence. Close Read the Text helps students work in groups to revisit the text and annotate it for questions and conclusions. Analyze the Text, Analyze Craft and Structure, and Writing to Sources questions and prompts lead from basic understanding and reasoning (Review and Clarify) to deeper insight and higher-level cognition (Essential Question) to effective expression that includes writing and speaking and listening. For examples see:</p> <p>SE/TE: Close Read, 318, 463; Analyze the Text, 46, 491, 591; Analyze Craft and Structure, 95, 107, 147; Writing to Sources, 215, 246–247</p> <p><i>myPerspectives</i> Teacher's Edition include Personalize for Learning notes appear through selections and provide direct instruction and teaching suggestions to engage students. These focus on the same learner levels seen on the Reading Support/Text Complexity Rubric page: ELL, Strategic Support (On Level), and Challenge.</p> <p>TE: Personalize for Learning: Reading Support: Decide and Plan, 22C, 202C; English Language Support, 14, 159, 193; Challenge, 17, 73, 145, 490</p>

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<p>• Provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection.</p>	<p>In <i>myPerspectives</i>, following each reading, students are prompted to re-read the text and engage in authentic learning through application of literacy skills, student-directed inquiry, analysis, evaluation and reflection. At the end of the selections, students discuss the texts as a whole and, through writing, share their insights and knowledge. At any point in the instructional routine, teachers can encourage students to read aloud selections in conjunction with Closer Look and Close Read the Text activities.</p> <p>See the following examples:</p> <p>SE/TE: Discussion and Writing Opportunities: SE/TE: Comprehension, Analyze the Text, and Analyze Craft and Structure (examples), 29-31, 73-75, 145-147, 329-331, 420-422; Writing to Compare, 34-35; Speaking and Listening: Scene, 77; Dramatic Interpretation, 423; Writing to Sources, 50, 97, 150, 720</p> <p>TE only: Closer Look, 183, 231</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Writing & Research Center • Speaking & Listening Center

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<p>• Integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades 3-5.</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, instruction for grammar and convention standards are presented within the unit. Explicit instructions are provided to students through practical applications that include discussion, reading, writing, and assessments.</p> <p>The Language and Development subsection may include “Conventions and Style,” and “Author’s Style.” Under “Conventions and Style,” materials provide instruction and opportunities for application of grammar and conventions/language skills. The holistic approach to grammar and language instruction follows this pattern throughout the textbook.</p> <p>See the following examples: SE/TE: Conventions: Participles and Participial Phrases, 76; Punctuation, 161; Parallel Structure, 269; Parallelism, 483; Language Development: Create Cohesion, 301; Writing an Informative Essay: Editing and Proofreading & Publishing and Presenting, 303; Multimedia Presentation, 344–345 TE only: Personalize for Learning: Strategic Support: Semicolons, 161; English Language Support: Parallelism, 222; Subject-Verb Agreement, 341; Grammar Handbook, R57–R66</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to provide additional support and activities:</p> <p>myPerspectives+ with:</p> <ul style="list-style-type: none"> • Conventions Center

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<p>• Indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>).</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, materials include Independent Learning where students select one or two texts from an array of 4-5 texts for independent deeper exploration. Student choice is key to engagement and achievement as they work independently to close read and analyze the texts, Student assessment is provided through selection tests and students' use of textual evidence in provided activities.</p> <p>The digital resources include 2-3 Trade Book Suggestions per Unit, with Lesson Plans and Assessment. In addition, an online Digital Library exists with over 140+ eBooks. For examples see: Teaching with Trade Books, T38-T49; Independent Learning: Unit 1: 114-A-114E; Unit 3: 348A-348E.</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools provide an extensive library of additional independent readings:</p> <p><i>myPerspectives+</i> with:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans

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<p>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</p>	<p><i>myPerspectives</i> is a powerful student-centered curriculum that focuses on a consistent approach to improving learning and achievement. From quality instruction that makes the teaching of English Language Arts culturally, socially, and technologically relevant to cutting-edge digital tools that empower teachers and students, <i>myPerspectives</i> transforms the classroom of today into a dynamic and engaging environment for the next generation learner.</p> <p><i>myPerspectives</i> digital resources and tools optimize use of technology to guide and engage students, manage classroom and access data, and personalize learning for all students with multi-media assets, assessments, discussion board, and more, <i>myPerspectives</i> on SavvasRealize™ includes the Interactive Student Edition, Interactive Teacher's Edition, and <i>myPerspectives+</i>.</p> <p>Student Edition texts (examples):</p> <ul style="list-style-type: none"> • Media: Blog Post: "The Writing on the Wall," 79 • Media: Radio Broadcast: "The Key to Disaster Survival? Friends and Neighbors," 165 • Media: Newscast: "Tragic Romeo and Juliet Offers Bosnia Hope," 525 <p>Interactive Student Edition with:</p> <ul style="list-style-type: none"> • Integrated Notebook • Ability to annotate text • Unit and Student Modeling Videos • Selection audio • Multimedia selections • Interactive lessons • Discussion Board <p>Interactive Teacher's Edition with:</p> <ul style="list-style-type: none"> • Annotation models • Downloadable lesson resources

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<p>Continued</p> <ul style="list-style-type: none"> • Use technology and media to deepen learning and draw attention to evidence and texts as appropriate. 	<p><i>Continued</i> <i>myPerspectives+</i> with flexible, student and teaching facing program agnostic resources including:</p> <ul style="list-style-type: none"> • Digital Library provides 130+ full-length eBooks • Trade Book Lesson plans - 140+ Novel Lesson Plans • English Learner & High Interest Readings • Graphic Organizers & Rubrics • Conventions Center • Writing & Research Center • Speaking & Listening Center • Academic Vocabulary & Word Study Center • Standards Practice

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IV. Assessment	
<i>The lesson/unit regularly assesses whether students are mastering standards-based content and skills:</i>	
<ul style="list-style-type: none"> • Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level CCSS standards with appropriately complex text(s). 	<p>The 2017 edition of Savvas <i>myPerspectives</i> fully supports the Common Core State Standards (CCSS). Each lesson includes a range of skills and learning strategies that provide full coverage of the CCSS ELA standards. A complete correlation of the Student Edition to the standards appears in the Teacher's Edition frontmatter. (See <i>Grade 9 myPerspectives TE</i>, pp. T50–T59.)</p> <p>CCSS ELA standards are addressed with selections and assignments throughout the book and structured as follows:</p> <p>Specific CCS ELA standards are tied to developmental lesson progressions around literary and informational readings such as First Read, Close Read, Analyze the Text, Analyze Craft and Structure, and Language Development. These CCS standards are identified on the Lesson Resources page of the Teacher Edition (e.g. pages 12B and 22B). These same standards are identified at point of use before and after readings in the Student Edition (e.g. pages 12, 18, and 20).</p> <p>In addition, <i>myPerspectives+</i> digital resources and tools optimize use of technology to support student learning of CCSS ELA standards. See the following resource:</p> <p><i>myPerspectives+</i>:</p> <ul style="list-style-type: none"> • Standards Practice: Common Core Companion Workbook

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<ul style="list-style-type: none"> • Assesses student proficiency using methods that are unbiased and accessible to all students. 	<p>Assessment has been carefully developed to provide unbiased materials that are accessible to all student in Savvas' <i>myPerspectives</i>. Personalize for Learning includes activities that meet a wide range of student abilities and strengths. All assessment materials were created with the most rigorous standards.</p> <p>Materials for Grade 9 regularly and systematically offer assessment opportunities that genuinely measure student progress. Unit Goals are backward designed from the Performance-Based Assessment. Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p>SE/TE: Introduction: Unit Goals, 252–253; Performance Task: Present an Argument, 238–239; Performance-based Assessment, 351–354; Unit Reflection, 355</p> <p>Selection activities formatively used to assess students' grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p>SE/TE: Comprehension Check, 17, 219; Analyze the Text, 220; Concept Vocabulary, 220; Word Study, 220; Analyzing Craft and Structure, 221</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p>TE Only: Overview: Unit 3: Independent Learning, 346–350</p>

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<p>• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.</p>	<p>At the 9th grade level, <i>myPerspectives</i> includes selections that are scaffolded through instruction and modeling of skills, through point-of-use prompts accompanied by scaffolded, step-by-step support in the Teacher's Edition, and through carefully scaffolded post-reading questions leading from basic understanding and reasoning to deeper insight and higher-level cognition to effective expression that includes writing and speaking and listening.</p> <p>See the following examples: TE: Teaching: <i>Comprehension Check</i>, Unit 1: 17; Teaching: <i>Comprehension Check</i>, Unit 2:157; Teaching: <i>Comprehension Check</i>, Unit 3: 265; Teaching: <i>Comprehension Check</i> Unit 4: 490; Teaching: <i>Comprehension Check</i>, Unit 5: 590</p> <p>Each unit within <i>myPerspectives</i> also includes a Formative Assessment as an additional opportunity for student learning and application.</p> <p>See the following examples: TE: Teaching: <i>A Quilt of a Country</i>, Unit 1: 17; Teaching: <i>The Moral Logic of Survivor Guilt</i>, Unit 2: 157; Teaching: <i>"I Have a Dream"</i>, Unit 3: 265; Teaching: <i>Pyramus and Thisbe</i>, Unit 4: 490; Teaching: <i>from The Odyssey Part I: The</i></p> <p>Tradebook Lesson Plans in <i>myPerspectives Plus</i> include assessments that accompany lessons associated with tradebook titles.</p> <p><i>myPerspectives+</i>: Tradebook Lesson Plans: Tradebook Lesson Plans (A-B), 1984 Test Tradebook Lesson Plans: Tradebook Lesson Plans (A-B), Anne of Green Gables Test</p>

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<p><i>A unit or longer lesson should:</i></p> <ul style="list-style-type: none"> • Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Materials for Grade 9 regularly and systematically offer assessment opportunities that genuinely measure student progress. The series provides for year-long assessments in the form of a Beginning-of-Year Test on all standards taught in the academic year, a Mid-Year Test, and an End-of-Year Test to determine mastery of standards, and to capture final assessment data. Selection tests track student progress toward mastering standards taught with the selection. Unit tests requiring students to apply standards taught in the unit with new text, providing an opportunity for teachers to remediate.</p> <p>Unit Goals are backward designed from the Performance-Based Assessment. Performance tasks including both a writing and a speaking and listening performance task preparing students for success on the end-of-unit Performance-based Assessment.</p> <p>SE/TE: Introduction: Unit Goals, 252–253; Performance Task: Present an Argument, 238–239; Performance-based Assessment, 351–354; Unit Reflection, 355</p> <p>Selection activities formatively used to assess students’ grasp of critical concepts such as Comprehension Check, Analyze the Text, Analyzing Craft and Structure, Concept Vocabulary, and Word Study. For examples see:</p> <p>SE/TE: Comprehension Check, 17, 219; Analyze the Text, 220; Concept Vocabulary, 220; Word Study, 220; Analyzing Craft and Structure, 221</p>

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<p>Continued</p> <ul style="list-style-type: none"> • Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures. 	<p>Continued</p> <p>Every unit includes a section entitled Independent Learning which includes a pacing plan, teaching strategies for supporting students, and range of actions and assignments that students can complete to demonstrate their independent abilities. See the following:</p> <p>TE Only: Overview: Unit 3: Independent Learning, 346–350</p>