

A Correlation of



Grade 9

To the

**Kansas Evidence-Based
Reading Instruction Guidelines
Structured Literacy Checklist**

A Correlation of myPerspectives, English Language Arts, Grade 9 to the Kansas Evidence-Based Reading Instruction Guidelines, Structured Literacy Checklist

Introduction

This document demonstrates how *myPerspectives*[™] *English Language Arts* meets the skills of the **Kansas Evidence-Based Reading Instruction Guideline, Structured Literacy Checklist**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and 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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| Phonological Awareness | |
| Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Syllable segmentation and blending | For supporting content please see: TE Only: How Language Works, 422 Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Unstressed Syllables |
| Phonemic awareness including segmentation, blending, and manipulation. | |
| <ul style="list-style-type: none"> Phoneme Isolation (i.e., identifying first, medial, and ending sounds in words) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Blending (i.e., blending sounds to form words) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Segmentation (i.e. breaking words into individual phonemes) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Deletion (i.e., removing first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| <ul style="list-style-type: none"> Phoneme Substitution (i.e., substituting first, medial, or ending sounds in words to make a new word) | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Sound-Symbol Association | |
| Sounds and letters connected for both reading (visual) and spelling (auditory) to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Blending sounds and letters into words to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |
| Segmenting whole words into individual sounds to mastery. | myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program. |

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| <p>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |
| <p>Syllable Instruction</p> | |
| <p>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |
| <p>Syllable division rules</p> | <p>For supporting content please see: TE Only: How Language Works, 422</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Unstressed Syllables</p> |
| <p>Orthography</p> | |
| <p>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</p> | <p>SE/TE: Concept Vocabulary, 106, 178, 216, 312, 334 Word Study, 191, 340, 491, 664 How to Read Shakespeare: Challenge: Elizabethan Words, 372 Language Development: Author’s Style, 643</p> <p>TE Only: Vocabulary Development, 38, 144, 156, 256, 451 Analyze Word Meanings, 278 Digital Perspectives, 453 How Language Works, 644 Word Study, 718 Personalize for Learning, 756</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Frequently Misspelled Words</p> |
| <p>Explicit instruction in letter formation</p> | <p>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</p> |

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| Morphology | |
| Study of base words, roots, prefixes and suffixes | <p>SE/TE: Word Study, 20, 32, 84, 94, 148, 160, 212, 234, 318, 330, 397, 421, 447, 463, 521, 620, 656, 718, 732, 754 Concept Vocabulary, 88, 202, 516, 650, 758</p> <p>TE Only: Vocabulary Development, 565</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 9-10 General Academic Vocabulary</p> |
| Study of endings (inflectional and derivational) | <p>SE/TE: Word Study, 148, 212, 656</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Suffixes, Prefixes, and Word Roots: -tion, -esque, de-, -bene-</p> |
| Grammar/Syntax | |
| Focus on grammar and sentence variations | <p>SE/TE: Conventions, 33, 49, 269, 291, 523 Author's Style, 733 Language Development: Conventions, 739</p> <p>TE Only: How Language Works, 172, 607, 740</p> <p>Digital Resources: <i>myPerspectives Grade 9>Unit Resources>Unit 1: American Voices>The Immigrant Contribution>Conventions: Sentence Structure</i> myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Sentences: Parallel Structure</p> |
| Study of mechanics of language and function of word order to convey meaning | <p>SE/TE: Conventions, 161 Author's Style, 320, 342, 621</p> <p>Digital Resources: myPerspectives Plus>Conventions>Grammar Tutorials>Dashes Grammar Grab</p> |

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| Vocabulary | |
| Words taught explicitly in multiple settings | <p>This objective is addressed throughout. See, for example: SE/TE: Vocabulary, 7, 127, 255, 361, 547, 699 Concept Vocabulary, 22, 32, 152, 290, 466, 594, 758 Media Vocabulary, 164, 294, 308, 524, 527, 624, 770</p> <p>TE Only: Personalize for Learning, 181 Vocabulary Development, 196, 327, 586</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 9-10 Domain-Specific Academic Vocabulary</p> |
| Synonyms, antonyms, and multiple meanings integrated into classroom discussion | <p>SE/TE: Concept Vocabulary, 98, 178, 312, 504, 668, 746 Word Study, 106, 191, 491</p> <p>TE Only: Vocabulary Development, 22, 65, 102, 482, 565, 610 Personalize for Learning, 380, 460, 628 How Language Works, 644</p> <p>Digital Resources: myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words</p> |
| Essential features with visual representations for concepts identified during discussion | <p>For supporting content please see: TE Only: Cross-Curricular Perspective, 21 Digital Perspectives, 91, 138 Vocabulary Development, 196</p> |
| Fluency | |
| Attention to accuracy, rate, and prosody | <p>SE/TE: Speaking and Listening: Prepare and Deliver, 51 Speaking and Listening: Practice, 77 Speaking and Listening: Prepare Your Delivery, 163, 423, 735 Speaking and Listening: Dramatic Reading, 792</p> |

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| <p>Use of normative data to ensure adequate progress</p> | <p>For supporting content please see: TE Only: Speaking and Listening: Dramatic Reading, 792 Speaking and Listening: Prepare Your Delivery, 163</p> |
| <p>Reading Comprehension</p> | |
| <p>Process of deriving meaning and establishing a coherent mental model of the text's content</p> | <p>This objective is addressed throughout. See, for example: SE/TE: Analyze the Text, 30, 74, 106, 266, 340, 421, 591, 754 Analyze Craft and Structure, 85, 159, 235, 657, 665 Analyze the Media, 166, 199, 631 TE Only: Understand Imagery, 81 Analyze Imagery, 188, 316, 393 Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Imagery</p> |
| <p>Attention to integration of ideas within text and between texts</p> | <p>SE/TE: Comparing Texts, 22, 270, 486 Writing to Compare, 34-35, 292-293, 492-493, 632-633 Digital Resources: <i>myPerspectives Grade 9>Unit Resources>Unit 5: Journeys of Transformation>from The Odyssey: A Graphic Novel>Writing to Compare: Review</i></p> |
| <p>Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)</p> | <p>SE/TE: Analyze Craft and Structure, 47, 107, 147, 319, 341, 422, 448 TE Only: Digital Perspectives, 78 Analyze Poetic Structure, 394 Digital Resources: <i>myPerspectives Grade 9>Unit Resources>Unit 1: American Voices>American History>Analyze Craft and Structure: Narrative Structure</i></p> |
| <p>Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations</p> | <p>For supporting content please see: TE Only: Analyze Poetic Structure, 394</p> |

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| <p>Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc)</p> | <p>SE/TE: Author's Style, 96, 236, 399, 756 Analyze Craft and Structure, 267, 289, 619, 679</p> <p>TE Only: Personalize for Learning, 14, 25, 34, 37, 135, 137, 378, 403, 725 Figurative Language, 16 Analyze Idioms, 63 Analyze Hyperbole, 66 Analyze Dialect, 70 Understand Figurative Language, 184 Analyze Figurative Language, 206, 227, 231 Analyze Metaphor, 261, 384 Analyze Simile, 381 Analyze Oxymoron, 432</p> <p>Digital Resources: myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language & Extended Metaphor</p> |
| <p>Use of graphic organizers</p> | <p>This objective is addressed throughout. See, for example: SE/TE: Analyze Craft and Structure, 19, 75, 147, 192, 213, 222, 289, 331, 398, 513, 592, 619, 755, 767</p> <p>TE Only: Digital Perspectives, 78</p> <p>Digital Resources: myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Two-column Chart</p> |
| <p>Delivery of Instruction</p> | |
| <p>Explicit instruction in a gradual release model</p> | <p>SE/TE: Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 123, 251, 357, 543, 695</p> <p>TE Only: Student-Centered Learning, T18-T19</p> |

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| <p>Sequence of instruction is systematic and cumulative</p> | <p>TE Only: Pacing Guide: Unit Supplement, T38-T49 Pacing Plan, 2-3, 10-11, 58-59, 112-113, 122-123, 130-131, 174-175, 240-241, 250-251, 258-259, 304-305, 346-347, 356-357, 364-365, 500-501, 532-533, 542-543, 550-551, 646-647, 694-695, 702-703, 742-743, 784-785</p> |

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