A Correlation of

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

<table>
<thead>
<tr>
<th>Kansas Evidence-Based Reading Instruction Guidelines Structured Literacy Checklist</th>
<th>myPerspectives English Language Arts Grade 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonological Awareness</strong></td>
<td></td>
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<tr>
<td>Segmenting sentences into words (i.e., “The cat ran fast.” This sentence has 4 words.)</td>
<td>myPerspectives is a literature and informational text based curriculum, therefore this skill lies outside the scope of this program.</td>
</tr>
</tbody>
</table>
| 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.** |  |
| • 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. |
| • 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. |
| • 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. |
| • 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. |
| • 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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<tr>
<td>English language rules taught explicitly (i.e., digraphs, trigraphs, vowel teams, etc.)</td>
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<tr>
<td>Syllable Instruction</td>
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<tr>
<td>Instruction on the 6 basic syllable types and the identification of sounds of the vowel within a syllable</td>
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<tr>
<td>Syllable division rules</td>
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<td><strong>TE Only:</strong></td>
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<td>How Language Works, 422</td>
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<td><strong>Digital Resources:</strong></td>
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<td>myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Unstressed Syllables</td>
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<tr>
<td>Orthography</td>
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<tr>
<td>Focus on spelling patterns, rules, and word meanings including parts of speech and word origin</td>
<td><strong>SE/TE:</strong></td>
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<tr>
<td></td>
<td>Concept Vocabulary, 106, 178, 216, 312, 334</td>
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<td>Word Study, 191, 340, 491, 664</td>
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<td>How to Read Shakespeare: Challenge: Elizabethan Words, 372</td>
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<td>Language Development: Author’s Style, 643</td>
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<td>Vocabulary Development, 38, 144, 156, 256, 451</td>
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<td>Analyze Word Meanings, 278</td>
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<td>Digital Perspectives, 453</td>
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<td>How Language Works, 644</td>
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<td>Word Study, 718</td>
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<td>Personalize for Learning, 756</td>
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<td><strong>Digital Resources:</strong></td>
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<td></td>
<td>myPerspectives Plus&gt;Academic Vocabulary and Word Study&gt;Word Study Worksheets&gt;Frequently Misspelled Words</td>
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<tr>
<td>Explicit instruction in letter formation</td>
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SE = Student Edition  
TE = Teacher Edition
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<td><strong>Instruction Guidelines</strong></td>
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<td><strong>Structured Literacy Checklist</strong></td>
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### Morphology

**Study of base words, roots, prefixes and suffixes**

- **SE/TE:**
  - Concept Vocabulary, 88, 202, 516, 650, 758

- **TE Only:**
  - Vocabulary Development, 565

**Digital Resources:**

- myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary
- Lessons>Grades 9-10 General Academic Vocabulary

**Study of endings (inflectional and derivational)**

- **SE/TE:**
  - Word Study, 148, 212, 656

**Digital Resources:**

- myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Suffixes, Prefixes, and Word Roots: -tion, -esque, de-, -bene-

### Grammar/Syntax

**Focus on grammar and sentence variations**

- **SE/TE:**
  - Conventions, 33, 49, 269, 291, 523
  - Author’s Style, 733
  - Language Development: Conventions, 739

- **TE Only:**
  - How Language Works, 172, 607, 740

**Digital Resources:**

- myPerspectives Grade 9>Unit Resources>Unit 1: American Voices>The Immigrant Contribution>Conventions: Sentence Structure
- myPerspectives Plus>Conventions>Interactive Grammar Practice Lessons>Sentences: Parallel Structure

**Study of mechanics of language and function of word order to convey meaning**

- **SE/TE:**
  - Conventions, 161
  - Author’s Style, 320, 342, 621

**Digital Resources:**

- myPerspectives Plus>Conventions>Grammar Tutorials>Dashes Grammar Grab
## Vocabulary

Words taught explicitly in multiple settings

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

**TE Only:**
- Personalize for Learning, 181
- Vocabulary Development, 196, 327, 586

**Digital Resources:**
- myPerspectives Plus>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grades 9-10 Domain-Specific Academic Vocabulary

Synonyms, antonyms, and multiple meanings integrated into classroom discussion

**SE/TE:**
- Concept Vocabulary, 98, 178, 312, 504, 668, 746
- Word Study, 106, 191, 491

**TE Only:**
- Vocabulary Development, 22, 65, 102, 482, 565, 610
- Personalize for Learning, 380, 460, 628
- How Language Works, 644

**Digital Resources:**
- myPerspectives Plus>Academic Vocabulary and Word Study>Word Study Worksheets>Multiple Meaning Words

Essential features with visual representations for concepts identified during discussion

For supporting content please see:

**TE Only:**
- Cross-Curricular Perspective, 21
- Digital Perspectives, 91, 138
- Vocabulary Development, 196

## Fluency

Attention to accuracy, rate, and prosody

**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
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| **Use of normative data to ensure adequate progress** | For supporting content please see:  
**TE Only:**  
Speaking and Listening: Dramatic Reading, 792  
Speaking and Listening: Prepare Your Delivery, 163 |
| **Reading Comprehension** | 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 |
| **Process of deriving meaning and establishing a coherent mental model of the text's content** | **SE/TE:**  
Comparing Texts, 22, 270, 486  
Writing to Compare, 34-35, 292-293, 492-493, 632-633  
**Digital Resources:**  
myPerspectives Grade 9>Unit Resources>Unit 5: Journeys of Transformation>from The Odyssey: A Graphic Novel>Writing to Compare: Review |
| **Attention to integration of ideas within text and between texts** | **SE/TE:**  
Analyze Craft and Structure, 47, 107, 147, 319, 341, 422, 448  
**TE Only:**  
Digital Perspectives, 78  
Analyze Poetic Structure, 394  
**Digital Resources:**  
myPerspectives Grade 9>Unit Resources>Unit 1: American Voices>American History>Analyze Craft and Structure: Narrative Structure |
| **Use of text structure to accomplish a goal (i.e., explaining main idea or recalling details)** | For supporting content please see:  
**TE Only:**  
Analyze Poetic Structure, 394 |
| **Purposeful teaching of strategies related to the text structure with opportunities to apply in new situations** |  |
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| Access background knowledge and identify language in text that may be problematic (indirect meanings, figurative language, complex sentences, etc) | **SE/TE:**  
Author’s Style, 96, 236, 399, 756  
Analyze Craft and Structure, 267, 289, 619, 679 |
|  | **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 |
| **Digital Resources:**  
myPerspectives Plus>Reading Skills and Literary Analysis>Figurative Language & Extended Metaphor |  |
| Use of graphic organizers | 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  
**TE Only:**  
Digital Perspectives, 78 |
|  | **Digital Resources:**  
myPerspectives Plus>Graphic Organizers and Rubrics>Graphic Organizers>Two-column Chart |
| Delivery of Instruction | **SE/TE:**  
Whole-Class Learning/Small-Group Learning/Independent Learning, 3, 123, 251, 357, 543, 695  
**TE Only:**  
Student-Centered Learning, T18-T19 |
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