

## A Correlation of



**Grade 9, ©2022**

To the

**Minnesota  
English Language Arts Standards  
2020**

# A Correlation of *myPerspectives* English Language Arts ©2022, Grade 9 to the Minnesota English Language Arts Standards 2020

## Introduction

This document demonstrates how *myPerspectives*™ *English Language Arts* ©2022 meets the objectives of **Minnesota English Language Arts Standards 2020**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

*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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| Minnesota English Language Arts Standards<br>2020, Grade 9  | myPerspectives English Language Arts<br>Grade 9, @2022   |
|---|--|
| <b>R: Reading</b>   |  |
| <b>9.1.R2:</b> Read and comprehend independently, A) both self-selected and teacher-directed texts, B) complex literary and informational texts, and C) from multiple sources representing perspectives identities like and unlike their own from dominant, non-dominant, and marginalized social groups. |  |
| <b>9.1.2.1:</b> Read independently and self-monitor understanding of grade-level text and independently annotate learning, independently applying strategies when meaning breaks down, including, but not limited to consulting resources for more information.   | This standard is addressed throughout <i>myPerspectives Grade 9</i> . See the following pages:<br><b>SE/TE:</b><br>Close Read, 14, 27, 38, 272, 456, 566, 585, 606, 705, 728<br>Closer Look, 70, 81, 139, 155, 179, 405, 425, 616, 651, 712<br>First Read, 12, 22, 36, 132, 152, 260, 270, 374, 450, 558, 594, 650, 704, 722<br>Independent Learning, 114–116, 242–244, 346–350, 534–536, 686–688, 788–792<br>Research to Clarify, 17, 29, 45, 93, 479, 782  |
| <b>9.1.2.2:</b> Select, read, and comprehend texts that address academic tasks, proficiently at grade 9 text complexity.  | This standard is addressed throughout <i>myPerspectives Grade 9</i> . See the following pages:<br><b>SE/TE:</b><br>Close Read, 14, 27, 38, 272, 456, 566, 585, 606, 705, 728<br>Closer Look, 70, 81, 139, 155, 179, 405, 425, 616, 651, 712<br>First Read, 12, 22, 36, 132, 152, 260, 270, 374, 450, 558, 594, 650, 704, 722<br>Unit Goals, 4, 124, 252, 358, 544, 696<br>Planning/Lesson Resources/Text Complexity Rubric, 12A–12C, 22A–22C, 132A–132C, 152A–152C, 312A–312C, 322A–322C, 366A–366C, 400A–400C, 552A–552C, 650A–650C, 704A–704C, 722A–722C |
| <b>9.1.2.3:</b> Locate, select, and read texts by two authors on the same topic or theme.   | <b>SE/TE:</b><br>A Quilt of a Country/The Immigrant Contribution, 12–35<br>Morning Talk/Immigrant Picnic, 99–105<br>For My People/Incident, 312–321<br><i>Romeo and Juliet</i> Is a Terrible Play/In Defense of <i>Romeo and Juliet</i> , 504–515<br>By the Waters of Babylon/There Will Come Soft Rains, 705–728  |

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| <b>9.1.R3:</b> Read and comprehend independently, both self-selected and teacher-directed complex literary and informational texts, representing perspectives of historical and contemporary Dakota and Anishinaabe people.  |  |
| <b>9.1.3.1:</b> Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people, to examine concepts, issues, or histories. | For opportunities to address this standard please see: "Music for my Mother," 6-7.   |
| <b>9.1.R4:</b> Read critically to comprehend, interpret, and analyze themes and central ideas in complex literary and informational texts.   |  |
| <b>9.1.4.1:</b> Cite strong and thorough textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from text including making connections to other texts; objectively summarize the text.                                     | <b>SE/TE:</b><br>Analyze the Text, 18, 30, 46, 74, 84, 94, 106, 146, 158, 191, 212, 220, 234, 266, 288, 318, 397, 447, 463, 480, 491, 512, 521, 534, 591, 618, 638, 656, 678, 716, 730, 754, 766, 779<br>Analyze Craft and Structure, 19, 31, 47, 75, 85, 95, 107, 147, 159, 192, 213, 221, 235, 267, 289, 319, 331, 341, 398, 422, 448, 464, 481, 513, 522, 592, 619, 657, 665, 679, 717, 731, 767<br>Evidence Log 257, 363, 549<br>First-Read Guide, 114, 242, 348, 534, 686, 786,<br>Performance-Based Assessment Prep, 117 |
| <b>9.1.4.2:</b> Analyze the themes or central ideas, including how it emerges and shaped by specific details, of multiple texts, considering author perspective, identity, and bias.   | <b>SE/TE:</b><br>Analyze Craft and Structure, 85, 95, 159, 235, 767<br>Closer Look, 229, 405, 509<br>Complex Characters, 75<br>Prepare to Compare, 492<br>Writing to Sources, 777  |
| <b>9.1.4.3:</b> Compare and contrast characters, attending to character complexity (e.g., those with multiple or conflicting motivations), in one or more literary texts.  | <b>SE/TE:</b><br>Analyze the Text, 397, 421, 447, 591<br>Closer Look, 603,<br>Complex Characters, 75<br>Writing to Sources, 449  |
| <b>9.1.4.4:</b> Analyze how an author authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them, in informational text.            | <b>SE/TE:</b><br>Analyze Craft and Structure, 85, 159, 192, 221, 331, 513<br>Author's Style, 514   |

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| <b>9.1.R5:</b> Apply knowledge of text structure to understand and evaluate a wide variety of complex literary and informational texts.   |  |
| <b>9.1.5.1:</b> Evaluate the impact of author's use of literary elements on the structure of a text. (e.g., narrator point of view, foreshadowing, pacing and flashbacks).  | <b>SE/TE:</b><br>Closer Look, 183, 487, 336, 587, 588<br>Analyze Craft and Structure, 657, 717, 767<br>Understanding Flashbacks, 653<br>Author's Style, 680  |
| <b>9.1.5.2:</b> Analyze the informational text structure, including, but not limited to, proposition/support, critique, inductive/deductive, focusing on the role of various sentences and paragraphs in a text in developing and refining a key concept. | <b>SE/TE:</b><br>Analyze Craft and Structure, 19, 31, 159, 221, 267, 513, 665<br>Closer Look, 165<br>Prepare to Compare, 784   |
| <b>9.1.5.3:</b> Critically analyze the use, meaning, and aesthetics of illustrations, graphics, and other audiovisual elements and explain their relation to the text.  | <b>SE/TE:</b><br>The Voyage of the James Caird/The Endurance and the James Caird in Images, 178–201<br>from the Odyssey/from the Odyssey: A Graphic Novel, 595–633<br>from Radio Lab: War of the Worlds/from American Experience: War of the Worlds, 770–777 |
| <b>9.1.R6:</b> Analyze influences on content, meaning, and style of text including fact and fiction, time period, and author perspective and identity, including Dakota and Anishinaabe perspective, in complex literary and informational texts.         |  |
| <b>9.1.6.1:</b> Examine how the author's, including Dakota and Anishinaabe authors, purpose, stated identities, biases, and perspective shape the content and style of a text.  | <b>SE/TE:</b><br>Closer Look, 23, 218, 271, 280<br>Analyze Craft and Structure, 95, 192, 341, 755  |
| <b>9.1.6.2:</b> Examine the impact of a text's publishing date on its current validity and credibility, in literature, social studies, or science.  | <b>SE/TE:</b><br>Analyze Craft and Structure, 95<br>Analyze Cultural Context, 771, 775<br>Closer Look: Infer Historical Context, 519<br>Evaluating Cultural Context, 654<br>First Read, 260<br>The Myth of the <i>War of the Worlds</i> Panic, 779–81        |
| <b>9.1.6.3:</b> Delineate the argument and specific claims in a text; identify false statements and fallacious reasoning.   | <b>SE/TE:</b><br>Analyze Craft and Structure, 31, 221, 513<br>Analyze Persuasion, 780<br>Prepare to Compare, 784   |

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| <b>9.1.R7:</b> Evaluate arguments and specific claims from complex informational texts.   |  |
| <b>9.1.7.1:</b> Compare and contrast the arguments of two authors with different perspectives on the same topic to evaluate arguments using relevance and sufficiency of evidence and validity of reasoning.    | <b>SE/TE:</b><br>Analyze Craft and Structure, 513<br>Prepare to Compare, 528<br>Selections on Orson Welles’s War of the Worlds, 770–783  |
| <b>9.1.R8:</b> Examine the impact of vocabulary, including words and phrases, on content, style and meaning of complex literary and informational texts.  |  |
| <b>9.1.8.1:</b> Analyze the impact of specific word choices, rhythm, meter, or other style choices on meaning and tone on literary text. (e.g., word choices that allude to culture, time period, or geography) | <b>SE/TE:</b><br>Analyze Craft and Structure, 422, 731<br>Author’s Style, 21, 86, 108, 193, 222, 399, 768<br>Close Read, 421, 491<br>Closer Look, 432, 712<br>The Seventh Man, 133, 135, 137, 143, 144<br>Romeo and Juliet, 381, 382, 384, 393, 394, 402, 403, 407, 409, 417, 426, 428, 432, 437, 443, 452, 467, 469, 473<br>The Epic Form, 557<br>from The Odyssey, 561, 563, 564, 566, 568, 571, 573, 577, 582, 613, 619, 621<br>By the Waters of Babylon, 707, 709, 712 |
| <b>9.1.8.2:</b> Examine the impact of domain-specific vocabulary in informational text through study of word origins (morphology and etymology) and use of reference tools.                                     | <b>SE/TE:</b><br>Digital Perspectives, 443<br>Word Study, 32, 664, 718<br>Word Study, 779  |
| <b>9.1.R9:</b> Media Literacy in Reading: Access and gather information from a variety of sources, representing diverse perspectives, and assessing relevancy and credibility of information.                   |  |
| <b>9.1.9.1:</b> Access information from a wide variety of sources, on both sides of an issue, or from multiple perspectives, in the process of inquiry.   | <b>SE/TE:</b><br>Prewriting/Planning, 169, 299<br>Research, 87, 333, 757<br>Speaking and Listening, 223  |
| <b>9.1.9.2:</b> Evaluate perspective, bias, credibility, relevancy, and sufficiency of sources, accessing additional sources as needed.   | <b>SE/TE:</b><br>Analyze Craft and Structure, 95, 192, 513, 755<br>Research, 757<br>Prepare to Compare, 784<br>Prewriting/Planning, 299  |

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| <b>W:</b> Writing  |  |
| <b>9.2.W1:</b> Foundations of Writing: Demonstrate knowledge of oral language, orthography, grammar and mechanics to express ideas in writing.   |  |
| <b>9.2.1.1:</b> Write and edit work so that it follows the guidelines in a style manual appropriate for the discipline and purpose, with guidance.   | <b>SE/TE:</b><br>Check for Accuracy: Using a Dictionary and Thesaurus, 643<br>Editing and Proofreading, 57, 173, 303, 499, 741<br>Writing to Sources, 97   |
| <b>9.2.1.2:</b> Write with sufficient command of grammar and mechanics to influence voice and style. (e.g., parts of speech, sentence structures, pronoun/antecedent agreement)  | <b>SE/TE:</b><br>Author’s Style, 514<br>Conventions, 33, 269, 733<br>Conventions/ Writing to Sources, 483–484  |
| <b>9.2.W2:</b> Write routinely for various purposes and disciplines, representing one’s own personal perspective, identity, and voice.   |  |
| <b>9.2.2.1:</b> Write routinely for a range of tasks (e.g., personal interest, enjoyment, academic tasks), purposes, and audiences, choosing topics and format, including visual elements (e.g., illustrations, charts, tables, audiovisual elements) when applicable. | <b>SE/TE:</b><br>Performance Task, 52–57, 168–173, 298–303, 494–499, 640–645<br>Writing to Compare, 35<br>Writing Focus, 352, 640, 794<br>Writing to Sources, 50, 118, 167, 246, 297, 515, 538, 659, 690   |
| <b>9.2.2.2:</b> Write to reflect how personal identities and the intersection of identities inform perspective.  | <b>SE/TE:</b><br>QuickWrite, 9<br>Writing to Sources, 118<br>Research, 757<br>Write a Nonfiction Narrative, 52–56<br>Write an Informative Essay, 259, 298–303  |
| <b>9.2.W3:</b> Develop and strengthen writing by using a writing process including planning, drafting, revising, editing, and publishing.  |  |
| <b>9.2.3.1:</b> Plan and draft multiple pieces and engage with readers in a variety of ways to solicit feedback; incorporate feedback to develop and strengthen writing through revision, editing, and publication.  | <b>SE/TE:</b><br>Editing and Proofreading, 303, 499, 645<br>Writing to Sources: Argument, 246–247<br>Writing to Sources: Informative Essay, 352–353<br>Peer Review, 57, 173, 303, 499, 645, 741<br>Publishing and Presenting/Reflecting, 57, 173, 741<br>Revising, 56, 172, 201, 302, 498, 644, 740<br>Writing to Sources, 97, 515 |
| <b>9.2.3.2:</b> Vary word usage and sentence structure for effect, considering audience and context.   | <b>SE/TE:</b><br>Conventions, 161<br>Drafting, 300<br>Editing and Proofreading, 741<br>Add Variety: Use Adverbial Clauses to Combine Sentences, 739<br>Revising, 172, 740  |

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| <b>9.2.W4:</b> Write arguments to support claims and to persuade in an analysis of topics or texts, using valid reasoning and evidence while considering audience.   |  |
| <b>9.2.4.1:</b> Write to argue, basing argument, and counter-argument, with evidence, on personally relevant and authentic issues, building on skills from previous years.   | <b>SE/TE:</b><br>Performance-Based Assessment Prep, 537<br>Writing to Sources: Argument, 538–539<br>Write an Argument, 168–173, 494–499<br>Writing to Sources, 150, 215  |
| <b>9.2.4.2:</b> Write to persuade, considering and addressing other perspectives, building on skills from previous years.  | <b>SE/TE:</b><br>Write an Argument, 168–173, 494–499<br>Writing to Sources, 215, 484   |
| <b>9.2.W5:</b> Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through use of informational and literary text, considering audience.   |  |
| <b>9.2.5.1:</b> Write to inform or explain, comparing factual information to convey understanding of diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, and clearly explaining connections and distinctions between key ideas and concepts, and utilizing organization strategies common in a variety of text structures, building on skills from previous years. | <b>SE/TE:</b><br>Create Cohesion: Integrate Different Types of Information, 301<br>Writing to Sources: Informative Essay, 352–353<br>QuickWrite, 257<br>Write an Informative Essay, 298–302<br>WriteNow: Inform and Explain, 68, 276 |
| <b>9.2.5.1.a:</b> Use precise, domain-specific vocabulary.   | <b>SE/TE:</b><br>Author’s Style, 56<br>Concept Vocabulary, 12, 32<br>English Language Support, 183, 285, 410, 576, 637, 768, 771<br>Media Vocabulary, 164, 308, 634, 718, 770, 772, 774, 776   |
| <b>9.2.5.2:</b> Write to respond to a literary text, including analysis of narrative elements. (e.g., writing personal reactions, analysis, and interpretation of text)  | <b>SE/TE:</b><br>QuickWrite, 9, 257, 363, 549, 701<br>Close-Read Guide, 115, 243, 349, 535, 687, 787<br>Prepare to Compare, 632–633<br>Write an Argument, 494<br>Writing to Compare, 493<br>Writing to Sources, 311, 659, 773        |
| <b>9.2.W6:</b> Write narratives, poetry, and other creative texts with details and effective technique to express ideas.   |  |
| <b>9.2.6.1:</b> Write to create, applying basic and advanced literary techniques as observed in mentor texts to various tasks and purposes, in various literary forms.   | <b>SE/TE:</b><br>Performance Task: Writing a Narrative, 736–741<br>Revising, 740<br>Writing to Sources, 50, 720, 734, 794–795  |
| <b>9.2.6.2:</b> Model use of structural elements of mentor texts, in written narratives, poetry, or other creative text.   | <b>SE/TE:</b><br>Writing to Sources, 50, 720, 734, 794–795   |



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| <b>9.2.W7:</b> Engage in inquiry-based learning and research processes to create texts and presentations for a variety of purposes and audiences.   |   |
| <b>9.2.7.1:</b> Formulate self-generated questions that guide inquiry to solve a problem, generating additional questions for further research and investigation.   | <b>SE/TE:</b><br>Research, 17, 45, 93, 145, 287, 329, 339, 511, 520, 778  |
| <b>9.2.7.2:</b> Plan and conduct independent research, synthesizing information from a wide variety of sources, demonstrating understanding of subject of investigation, and share findings in writing.   | <b>SE/TE:</b><br>Deliver an Explanatory Multimedia Presentation, 682<br>Multimedia Presentation, 344–345<br>Present a Nonfiction Narrative Podcast, 110<br>Research, 87, 311, 667, 757<br>Writing to Sources, 333   |
| <b>9.2.W8:</b> Media Literacy in Writing: Support writing with evidence from sources, correctly citing those sources, and demonstrating and understanding of the rights and obligations of using intellectual property.   |   |
| <b>9.2.8.1:</b> Use and cite a wide variety of print and digital sources, quoting, paraphrasing, and summarizing, avoiding plagiarism and following the guidelines in a style manual appropriate for the discipline and purpose, with guidance.   | <b>SE/TE:</b><br>Cohesion: Integrate Different Types of Information, 301<br>Drafting, 496, 529<br>Prewriting/Planning, 169, 299<br>Writing to Sources: Argument, 246–247<br>Speaking and Listening, 223<br>Supporting Argument: Using Quotations, 497<br>Research, 87 |
| <b>LSVEI:</b> Listening, Speaking Viewing, and Exchanging Ideas   |   |
| <b>9.3.LSVEI 1:</b> Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) expressing one's own ideas, stories, and experiences. |   |
| <b>9.3.1.1:</b> Exchange ideas through storytelling, discussion and collaboration, both as facilitator and participant, expressing ideas, intentionally considering the perspectives of Dakota and Anishinaabe people and other perspectives.   | For opportunities to address this standard please see: Launch Activity, 8   |
| <b>9.3.1.1.a:</b> Exchange ideas on grade 9 topics, texts, and issues from social studies and science.  | <b>SE/TE:</b><br>Overview: Whole-Class Learning, 10, 130, 258, 364, 550, 702<br>Analyze the Text, 84, 192, 310, 656   |
| <b>9.3.1.1.b:</b> Elaborating on others' ideas, and summarizing points of agreement and disagreement.   | <b>SE/TE:</b><br>Analyze the Text, 212<br>Launch Activity, 548<br>Speaking and Listening, 4, 124, 252, 544, 696   |

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| <b>9.3.1.1.c:</b> Work toward a shared goal by building consensus and integrating divergent views.  | <b>SE/TE:</b><br>Accountable Talk, 60, 176, 306, 502, 648, 744<br>Overview: Whole-Class Learning, 10, 130, 258, 364, 550, 702<br>Overview: Small-Group Learning, 58, 174, 304, 500, 646<br>Plan With Your Group, 238–239, 530–531, 786–787<br>Speaking and Listening, 109, 343 |
| <b>9.3.1.1.d:</b> Use teacher-provided models of conflict resolution.   | This standard is beyond the scope of <i>myPerspectives Grade 9</i> .   |
| <b>9.3.1.2:</b> Contribute to conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions, demonstrating preparation for the discussion. | <b>SE/TE:</b><br>Overview: Whole-Class Learning, 10, 130, 258, 364, 550, 702<br>Overview: Small-Group Learning, 58, 174, 304, 500, 646   |
| <b>9.3.1.3:</b> Request and utilize constructive feedback for use in revising work.   | <b>SE/TE:</b><br>Writing to Sources: Informative Essay, 352-353<br>Present and Evaluate, 111, 239, 531, 683, 787<br>Revising, 57, 111, 173, 303, 499, 645, 741<br>Writing to Sources, 97, 484, 515   |
| <b>9.3.LSVEI 2:</b> Communicate with others, applying knowledge of vocabulary, language, structure, and features of spoken language, considering audience and context.  |  |
| <b>9.3.2.1:</b> Adapt speech, writing, or communications to a variety of contexts, audiences, tasks, demonstrating command of formal English when indicated or appropriate.   | <b>SE/TE:</b><br>Deliver an Explanatory Multimedia Presentation, 682–683<br>Speaking and Listening: Multimedia Presentation, 354, 540<br>Present an Argument, 530–531<br>Speaking and Listening, 321   |
| <b>9.3.LSVEI 3:</b> Media Literacy in Exchanging Ideas: Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.  |  |
| <b>9.3.3.1:</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  | <b>SE/TE:</b><br>Create Cohesion: Integrate Different Types of Information, 301<br>Deliver an Explanatory Multimedia Presentation, 682–683<br>Prewriting/Planning, 299<br>Research, 87, 757<br>Review Evidence for an Informative Essay, 351<br>Speaking and Listening, 167    |

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| <b>9.3.3.2:</b> Create and share, individually or in a collaborative group, a piece of digital work or digital communication, for a specific purpose and audience, demonstrating understanding of digital footprint while respecting intellectual property. | Deliver an Explanatory Multimedia Presentation, 682<br>Present a Nonfiction Narrative Podcast, 110–111<br>Research, 87<br>Speaking and Listening, 223 |

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