

A Correlation of



Grade 9

**To the
English Language Arts/Literacy
Grade-Level Instructional Materials
Evaluation Tool
Grade 9**

A Correlation of myPerspectives English Language Arts, Grade 9 to the ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 9-10

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **ELA/Literacy Grade-Level Instructional Materials Evaluation Tool**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title as well as digital resources.

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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<p>NON-NEGOTIABLE 1: TEXT COMPLEXITY</p>	
<p><i>Even though the materials under review have already met the quantitative and qualitative measures of the IMET for grade-band analysis, the guiding statements provided in this section will examine text complexity in order to differentiate quality and richness among the texts your district is considering for adoption. To address the standards for grades nine and ten, the submitted materials need to create the conditions for rich and robust discussion and writing for ALL students (struggling readers, students with identified academic disabilities, English language learners, students who are performing at grade level, and advanced students).</i></p>	
<p>Literature and Informational Text</p>	
<p>NN1a. The texts present rich and embedded relationships between and among characters, ideas, and concepts that are conveyed through masterful style and structure. (See exemplars in CCSS, Appendix B.)</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, instructors can follow a clear, consistent unit - design that allows for continuous student engagement in their reading activities. Students 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.</p> <p>See the following examples:</p> <p>SE/TE: Complex Characters, 75; Characters, 213; Character Development, 719; Central Idea, 85; Development of Ideas, 159, 665</p> <p>TE: Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603; Personalize for Learning, 33, 686; Strategic Support, 635</p>

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<p>NN1b. The materials consistently include a mix of short and full selections that contain rich and challenging content, ideas, and academic language worthy of close reading. (See exemplars in CCSS, Appendix B.)</p>	<p>Throughout <i>myPerspectives</i>, 9th grade level, short, challenging, and complete texts worthy of close reading exist. The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group Learning activities.</p> <p>See the following examples:</p> <p>SE/TE: <i>A Quilt of a Country</i>, 13 (Essay) <i>The Seventh Man</i>, 133 (Short Story) “from Life of Pi”, 203 (Novel Excerpt) “The Value of Sherpa Life”, 217 (Argument) “I Have a Dream”, 261 (Speech) <i>The Tragedy of Romeo and Juliet</i>, 376, 401, 425, 451, 467 (Drama)</p>
<p>NN1c. The materials consistently provide opportunities to read both literary and informational texts in the grades nine through ten text complexity band.</p>	<p>In <i>myPerspectives</i>, 9th grade level materials are incorporated for careful reading and provides ideas for students to utilize while reading informational or literary text of varying complexity levels. The materials for Grade 9 meet the criteria as the vast majority of anchor texts are widely read works that have been in the public eye for a length of time. The Table of Contents includes a complete listing of the multi-genre texts chosen for interest level and driven by the Essential Question. See the following examples:</p> <p>SE/TE: Teaching: <i>A Quilt of a Country</i>, 13-16; Teaching: <i>The Moral Logic of Survivor Guilt</i>, 153-157; Teaching: “<i>I Have a Dream</i>”, 261-264; Teaching: <i>Pyramus and Thisbe</i>, 487-489; Teaching: <i>from The Odyssey Part I: The Adventures of Odysseus</i>, 560-589; Teaching: <i>There Will Come Soft Rains</i>, 723-728</p> <p>The "Acknowledgements and Credits" section at the conclusion of each Teacher's Guide includes copyright and permissions information for high-quality, previously published informational and literary texts <i>myPerspectives</i> Grade 9. See TE: Acknowledgements and Credits, R76–R82</p>

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<p>NN1d. Materials provide strategies for grade-level vocabulary acquisition.</p>	<p>At the 9th grade level, 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. Academic Vocabulary is presented and then integrated into lesson activities throughout the unit.</p> <p>Students are specifically reminded to practice learning vocabulary with Work Network strategies that help students learn similar words in clusters. Language Development activities after each selection require students to practice concept vocabulary introduced before the selection and used throughout the reading, as well as provide an opportunity to do a Word Study that explores roots of words to help develop students' ability to understand and use critical vocabulary words in their responses and writings.</p> <p>See the following examples:</p> <p>TE: Introduction: <i>Academic Vocabulary: Narrative Writing, Personalize for Learning: English Language Support: Cognates</i>, 5; Introduction: <i>Academic Vocabulary: Argument, Personalize for Learning: English Language Support: Cognates</i>, 125; Introduction: <i>Academic Vocabulary: Informative Texts, Personalize for Learning: English Language Support: Cognates</i>, 253; Teaching: <i>Write an Argument: Academic Vocabulary</i>, 494; Assessing: <i>Writing to Sources: Argument, Academic Vocabulary</i>, 690</p>

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<p>NON-NEGOTIABLE 2: QUESTIONS AND TASKS</p>	
<p><i>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions reference specific text and draw student attention to the text they are reading. This requirement is already met if the district used the IMET screen. Text-dependent questions that address the grades nine and ten standards will be described in greater depth in Alignment Criterion II.</i></p>	
<p>ALIGNMENT CRITERION I: RANGE AND QUALITY OF TEXTS</p>	
<p><i>Materials must reflect a wide range of text types and genres, as required by the standards. In grades nine and ten, and across all other grade levels, there should be ample texts on topics that can support sustained study. Knowledge built at one grade level should be expanded in other grade levels. Topics should take into account individual student academic needs and interests in order to foster independent reading. It is also imperative that the included topics and themes are compelling enough to read multiple times and are aligned to district needs. Pay particular attention to the guidance provided in Appendix B of the Common Core State Standards.</i></p>	
<p>Literature and Informational Text</p>	
<p>1a. The range of materials, both print and digital, allows teachers and students to explore content that coherently and systematically builds knowledge and grade-level vocabulary across subjects, themes, and topics. (See CCSS Appendix B for examples of grade-level knowledge demands.) Text sets also address a wide variety of student interests, and are likely to foster independent reading.</p>	<p><i>myPerspectives</i> provides multiple pathways to help students address a wide variety of interests and are likely to foster independent reading. Comprehension and vocabulary activities exist for each selection in the text.</p> <ul style="list-style-type: none"> • <i>Independent Learning</i> selections, accessible via the interactive Student Edition includes challenging high-interest selections. • <i>Performance Tasks and Performance-Based Assessment</i> are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment the text. • <i>Teaching with Trade Books</i> provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus. • Research and Writing activities at the conclusion of selections allow students to explore individual interests.

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(Continued)	<p>(Continued) See the following examples:</p> <p>SE/TE: Concept Vocabulary, 397, 504, 516 Comprehension Check, 17, 157, 490, 590 Analyze Craft and Structure, 267, 767 Research, 299, 311 Writing to Sources, 167, 215, 246 Teaching with Trade Books, T38–T49 Whole-Class Learning, 152A–163, 552A–593 Small-Group Learning, 98A–109, 650A–659 Independent Learning, 240–243, 532–535 Performance Task: Write an Argument, 168–173; Write an Informative Essay, 298–303 Performance-Based Assessment, 118, 246, 352, 538, 690, 790</p>
<p>1b. Text sets include a diverse range of high-quality, culturally responsive, and appropriate topics and themes. Texts from diverse cultures reflect the same high-quality features that are demanded of all texts.</p>	<p>At the 9th grade level, the texts in <i>myPerspectives</i> 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. Six units of study including American Voices, Survival, The Literature of Civil Rights, Star-Crossed Romances, Journeys of Transformation, and World’s End.</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, prose, functional and foundational texts and documents, folktales, myths, and traditional literature. The Table of Contents identifies the genres of each text included in the program. For a complete listing of all materials see the Table of Contents on pages T6–T17 of the Teacher’s Edition.</p>

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(Continued)	(Continued) See the following examples: SE/TE: Teaching: <i>A Quilt of a Country</i> , 13-16; Teaching: <i>The Moral Logic of Survivor Guilt</i> , 153-157; Teaching: <i>"I Have a Dream"</i> , 261-264; Teaching: <i>Pyramus and Thisbe</i> , 487-489; Teaching: <i>from The Odyssey Part I: The Adventures of Odysseus</i> , 560-589; Teaching: <i>There Will Come Soft Rains</i> , 723-728
1c. Materials include a rich and diverse sampling of literary texts including, but not limited to:	
<ul style="list-style-type: none"> World literature that allows students to analyze particular points of view or cultural experiences from outside the U.S. 	SE/TE: <i>The Tragedy of Romeo and Juliet</i> , 376, 401, 425, 451, 467 (Drama) <i>"from The Odyssey: Part 1"</i> , 560 (Epic Poem) <i>"from The Odyssey: Part 2"</i> , 595 <i>"The Return"</i> , 651 (Short Story) (Epic Poem) <i>"from The Narrow Road of the Interior"</i> , 674 (Poem)
<ul style="list-style-type: none"> Selections in a wide range of artistic mediums and representations, including works of art that interpret or reference specific texts, or vice versa 	SE/TE: <i>"The Writing on the Wall"</i> , 79 (Media: Blog Post) <i>"The Key to Disaster Survival? Friends and Neighbors"</i> , 165 (Media: Radio Broadcast) <i>"The Endurance and the James Caird in Images"</i> , 195 (Media: Photo Gallery) <i>"Remarks on the Assassination of Martin Luther King, Jr."</i> , 295 (Media: Video) <i>"Tragic Romeo and Juliet Offers Bosnia Hope"</i> , 525 (Media: Newscast) <i>"from The Odyssey: A Graphic Novel"</i> , 625 (Media: Graphic Novel) <i>"from Radiolab: War of the Worlds"</i> , 771 (Media: Radio Broadcast)
1d. The range of informational texts include:	
<ul style="list-style-type: none"> U.S. seminal documents of historical and literary significance (such as Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, or Martin Luther King, Jr.'s "Letter from Birmingham Jail") 	SE/TE: <i>"I Have a Dream"</i> , 261 (Speech) <i>"Letter from Birmingham Jail"</i> , (Letter)

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<ul style="list-style-type: none"> • Multiple texts on the same topic 	<p><i>See the following examples:</i></p> <p>SE/TE: <i>A Quilt of a Country</i>, 13 "The Immigrant Contribution from A Nation of Immigrants", 23 "I Have a Dream", 261 (Speech) "Letter from Birmingham Jail", (Letter) "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet", 517 (Journalism) "Tragic Romeo and Juliet Offers Bosnia Hope", 525 (Media: Newscast)</p>
<ul style="list-style-type: none"> • Texts that present various accounts of a subject told in different mediums (such as a person's life story in both print and multimedia) 	<p>SE/TE: "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet", 517 (Journalism) "Tragic Romeo and Juliet Offers Bosnia Hope", 525 (Media: Newscast) "from Radiolab: War of the Worlds", 771 (Media: Radio Broadcast) "The Myth of the War of the Worlds Panic", 774 (Magazine Article)</p>

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<p>1e. Student reading materials contain a range of increasingly challenging selections that allow teachers to build students’ ability to comprehend complex text and expand vocabulary throughout the school year.</p>	<p>At the 9th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required of the standards. 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> <ul style="list-style-type: none"> 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>See the following examples (units for the Text Complexity Rubrics in the Teacher’s Edition and Anchor Texts):</p> <p>TE: Personalize for Learning: <i>A Quilt of a Country</i>, 12C; Personalize for Learning: <i>The Moral Logic of Survivor Guilt</i>, 152C; Personalize for Learning: <i>“I Have a Dream”</i>, 260C; Teaching: <i>Pyramus and Thisbe</i>, 487-489</p>

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<p align="center">ALIGNMENT CRITERION II. QUESTIONS AND TASKS SUPPORT STUDENT LEARNING</p>	
<p><i>Questions posed to students in the materials under review should support student learning in building reading comprehension, in finding and producing the textual evidence to support responses, and in developing grade-level academic language (IMET) and domain-specific words and phrases. Texts for grades nine and ten students must include text-dependent questions that require the use of higher order thinking skills. There should be a range of questions that require students to attend to the author’s language as his/her vehicle for conveying meaning, as well as to support specific inferences with explicit details from the text. Most questions should require that the student refer to the text in several places in order to devise an answer—rather than asking only literal, “right there” types of questions—and should also require the student to compare texts, authors, and opinions (CCSS).</i></p>	
<p>Literature and Informational Text</p>	
<p>2a. <i>Key Ideas and Details.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> • Citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 	<p><u>Literature</u> SE/TE: Cite Textual Evidence, 46, 47, 74, 106, 146, 147, 199, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 592, 618, 619, 631, 656, 678, 716, 717, 730, 731, 766; Infer, 716; Draw Conclusions, 730</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 2–14</p> <p><u>Informational</u> SE/TE: Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 84–96</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every selection.</i></p>

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<ul style="list-style-type: none"> • Determining a theme or central idea and analyzing in detail its development over the course of the text 	<p><u>Literature</u> SE/TE: Characters Develop Theme, 75; Development of Theme, 235; Writing to Compare: Archetypal Theme, 492–493; Theme and Poetic Structure, 767</p> <p>TE: Theme, 101, 475, 479, 489, 670; Infer Theme, 509; Analyzing Themes, 229, 495</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 15–27</p> <p><u>Informational</u> SE/TE: Central Idea, 85; Development of Ideas, 159, 665</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 97–109</p>
<ul style="list-style-type: none"> • Objectively summarizing text 	<p>SE/TE: Summary, 8; Write a Summary, 128, 256, 54</p>
<ul style="list-style-type: none"> • Analyzing how complex characters develop, interact with others, and advance the plot or develop the theme 	<p>SE/TE: Author’s Style: Exposition and Dialogue, 55; Complex Characters, 75; Characters, 213; Elements of Drama, 398; Character Development, 719</p> <p>TE: Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 28–34</p>

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<ul style="list-style-type: none"> Analyzing how the author unfolds an analysis or series of ideas or events 	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims and Ideas, 221; Argument, 289; Structure, 341; Organization, 514; Read It & Write It, 222; Write a Summary, 128, 256, 548</p> <p>TE: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 110–116</p>
<p>2b. <i>Craft and Structure</i>. Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Determining the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings 	<p>SE/TE: Context Clues, 30, 98, 312, 660; Sound Devices, 86; Figurative Language, 96; Word Choice, 193; Multiple-Meaning Words, 106, 191, 491; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook 117–129</p>

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<ul style="list-style-type: none"> Analyzing the cumulative impact of specific word choices on meaning and tone 	<p>SE/TE: Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Craft and Structure: Epic Simile, 619; Metaphor, 679; Dramatic Irony, 717; Personification, 731; also see: Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 35–47 myPerspectivesPlus ELA Grades 6–12>Reading Skills and Literary Analysis>Figurative Language >Rhyme >Sound Devices</p>
<ul style="list-style-type: none"> Analyzing how an author’s choices concerning how to structure a text, order events, and manipulate time create such effects such as mystery, tension, or surprise 	<p>SE/TE: Analyze Craft and Structure: Narrative Structure, 47; Author’s Style: Exposition and Dialogue, 55; Complex Characters, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 48–54</p>
<ul style="list-style-type: none"> Analyzing a particular point of view or cultural experience reflected in a work of literature from outside the United States 	<p>SE/TE: <i>Life of Pi</i> (complex characters), 213; <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>, 516–521; <i>The Odyssey</i> (Oral Tradition), 592, 618; <i>The Return</i>, 651–656; <i>Ithaka</i>; <i>The Narrow Road of the Interior</i> (Point of View), 680; <i>A Song on the End of the World</i>, 766–768</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 55–61</p>

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<ul style="list-style-type: none"> Analyzing how rhetoric used by an author advances his/her point of view or purpose 	<p>SE/TE: Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Development of Ideas, 159, 665; Author’s Claims and Ideas, 221; Use of Rhetoric, 222; Argument, 267, 289; Argumentative Text, 513; Travel Journalism, 755</p> <p>TE: Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 137–149</p>
<ul style="list-style-type: none"> Analyzing in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text 	<p>SE/TE: Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Read It & Write It, 222; Write a Summary, 128, 256, 548</p> <p>TE: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 130–136</p>
<p><i>2c. Integration of Knowledge and Ideas.</i> Questions and tasks require students to explicitly attend to the text, including, but not limited to:</p>	
<ul style="list-style-type: none"> Analyzing the representation of a subject or key scenes in two different artistic mediums 	<p>SE/TE: Speaking and Listening: Listen to a Scene from Romeo and Juliet, 485; Analyze the Media, 631; Writing to Compare, 632–633</p> <p>TE: Planning: from “The Odyssey: A Graphic Novel”, 624A</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 62–67</p>

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<ul style="list-style-type: none"> Analyzing various accounts of a subject told in different mediums 	<p>SE/TE: Comparing Text to Media: The <i>Endurance</i> and the <i>James Caird</i> in Images, 194–201; “Lessons of MLK, Jr.”, 322–333; Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516–522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; <i>from</i> Radiolab “War of the Worlds”, 770–773; Comparing Text to Media: The Myth of the <i>War of the Worlds</i> Panic, 774–779</p> <p>TE: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> RadioLab: “War of the Worlds”, 770A; The Myth of the War of the Worlds Panic, 774A</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 150–156</p>
<ul style="list-style-type: none"> Analyzing how an author draws on and transforms source material (such as literary classics or religious works) 	<p>SE/TE: “I Have a Dream”, 261–267; Background for the Play: Romeo and Juliet, 375; Comparing Texts: “Pyramus and Thisbe”, 486–493; “Ithaka,” 672–673, 678; Comparing Texts: “The Odyssey: A Graphic Novel”, 624–633; also see: Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516–522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; <i>from</i> Radiolab “War of the Worlds”, 770–773; Comparing Text to Media: The Myth of the <i>War of the Worlds</i> Panic, 774–779</p> <p>TE: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> “The Odyssey: A Graphic Novel”, 624A; <i>from</i> RadioLab: “War of the Worlds”, 770A; The Myth of the War of the Worlds Panic, 774A</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 69–75</p>

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<ul style="list-style-type: none"> Evaluating the argument and specific claims in a text, assessing valid versus fallacious reasoning 	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Argument, 267, 289; Argumentative Text, 513; Author’s Style: Use of Rhetoric, 222</p> <p>TE: Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 157–163</p>
<ul style="list-style-type: none"> Analyzing seminal U.S. documents of historical significance and how they address related themes and concepts 	<p>SE/TE: “I Have a Dream” 260–269; “Letter from Birmingham Jail” 270–293</p> <p>TE: Planning & Personalize for Learning, 260A–260D, 270A–270D</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook,, 164–170</p>
<p align="center">ALIGNMENT CRITERION III. WRITING TO SOURCES AND RESEARCH</p>	
<p><i>The writing standards for each grade level highlight distinctive expectations about student writing. For details on grade-level writing expectations and writing exemplars for grades nine and ten, see the Common Core State Standards for English Language Arts and Literacy. The metrics below show key characteristics to look for in your review of materials.</i></p>	
<p>3a. Writing assignments are explicitly connected to what students are reading, and routinely include writing over shorter time frames (a single sitting or a day or two) and extended time frames (for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.</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, 736–743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 787; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 263–272</p>

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<p>3b. Text-dependent questions generally create the foundation for students to address culminating writing tasks, including:</p>	
<ul style="list-style-type: none"> • Writing arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence 	<p>SE/TE: Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Performance Based Assessment, 245–246, 537–538; Writing to Sources: Argument, 215; Critical Review, 150; Persuasive Letter, 484; Criticism, 515; Develop Your Argument, 785; Review Graphic Novel, 632–633; Writing to Compare: Opinion Article, 528–529</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 179–189</p>
<ul style="list-style-type: none"> • Writing informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through effective selection, organization, and analysis of content 	<p>SE/TE: Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Essay, 640–645; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311; Chat Board Post, 659; Team Report, 333; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 351–352; Explanatory Essay, 689–691; Explanatory Text/Podcast, 692–693</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 190–201</p>
<ul style="list-style-type: none"> • Writing narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured sequences of events 	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Sequel, 720; Short Story, 734</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 202–212</p>

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<p>3c. Reading materials can serve as models to explore writer's craft, demonstrate use of domain-specific words and phrases and support student production of grade-level argument, informational, and narrative writing.</p>	<p>SE/TE: Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773; 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, 736–743</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 263–272</p>
<p>3d. Materials include explicit support to teachers, either in the teacher's edition or classroom materials, for writing instruction linked to the grades nine and ten writing standards, including:</p>	
<ul style="list-style-type: none"> • Producing clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience 	<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, 736–743; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 263–272</p>
<ul style="list-style-type: none"> • Developing and strengthening writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience 	<p>SE/TE: Performance Task: Prewriting/ Planning, 53, 169, 299, 495, 641, 737; Drafting, 54, 170, 293, 300, 496, 642, 738; Revising, 56, 172, 293, 302, 498, 644, 740; Editing/ Proofreading, 57, 173, 303, 499, 645, 741; Publishing and Presenting, 57, 173, 303, 499, 645, 741</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 220–226</p>

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<ul style="list-style-type: none"> Using technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and display information flexibly and dynamically Materials should also guide the teaching of specific components of grades nine and ten writing standards 1-3 (See CCSS). 	<p>SE/TE: Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Finding Sources, 757; Focus Your Research, 299; Research, 667</p> <p>TE: Strategic Use of Media, 238; Word Processing Software: Write a Narrative, 52, 736; Write an Argument, 168, 494; Write an Informative Essay, 298; Write an Explanatory Essay, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 227–233</p>
<p>3e. Materials provide opportunities and resources for students to conduct short as well as more sustained research projects to answer a question or solve a problem, including:</p>	
<ul style="list-style-type: none"> Narrowing or broadening an inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating understanding of the subject under investigation 	<p>SE/TE: Focus Your Research, 299; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Research, 87, 299, 311, 511, 667, 757; Speaking and Listening, 167; Writing to Compare, 200–201; Gather Evidence and Media, 682</p> <p>TE: Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706; Personalize for Learning, 40, 272, 295, 468, 514, 526, 562, 595; Strategic Support, 70; Express and Reflect, 266</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 234–240</p>

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<ul style="list-style-type: none"> • Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assessing the usefulness of each source 	<p>SE/TE: Gather Evidence, 53, 110, 169, 641, 682; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 352, 538; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765</p> <p>TE: Gather Evidence & Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 241–254</p>
<ul style="list-style-type: none"> • Integrating information from several sources into the text selectively while avoiding plagiarism 	<p>SE/TE: Avoiding Plagiarism, R30; also see: Gather Evidence, 169; Focus Your Research & Evaluate Sources, 299; Create Cohesion: Integrate Different Types of Information, 301; Finding Sources, 757</p>
<ul style="list-style-type: none"> • Following a standard format for citation 	<p>SE/TE: Formats for Citing Sources, R32–R33; also see: Gather Evidence, 169; Focus Your Research & Evaluate Sources, 299; Create Cohesion: Integrate Different Types of Information, 301; Finding Sources, 757</p>

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<p align="center">ELA/Literacy Grade-Level Instructional Materials Evaluation Tool, Grade 9-10</p>	<p align="center">myPerspectives English Language Arts Grade 9</p>
<p>• Drawing evidence from literary or informational texts to support analysis, reflection, or research</p>	<p><u>Literature</u> SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168–169; Literary Criticism, 494–495; Writing to Sources: Critical Review, 150; Criticism Texts, 515; Dual Character Study, 449; Essay, 311; Explanatory Essay, 690–691; Job Application, 639; Sequel, 720; Writing to Compare, 492–493, 632–633, 784–785; “I Have a Dream”, 261–267; Background for the Play: Romeo and Juliet, 375; Comparing Texts: “Pyramus and Thisbe”, 486–493; “Ithaka,” 672–673, 678; Comparing Texts: “The Odyssey: A Graphic Novel”, 624–633</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 255–258</p> <p><u>Informational</u> SE/TE: Performance-Based Assessment, 118, 246, 352, 538; Argument, 168–169; Writing to Sources: Criticism Texts, 515; Essay, 96, 311; Explanatory Text, 690; Research Chernobyl, 757</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 259–262</p>

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ALIGNMENT CRITERION IV: FOUNDATIONAL SKILLS	
<i>Even at the upper grades students must be able to recognize and pronounce words fluently in order to focus on the major goal of reading, which is comprehension. Extended foundational skills instruction continues at the secondary school level and includes word analysis skills, the study of linguistic frames, syntax, structures of text, levels of meaning, and academic vocabulary for students who are not reading at grade level. Foundational skills that address the grades nine and ten standards will be described in greater depth in Alignment Criterion VII—Scaffolds and Supports.</i>	
ALIGNMENT CRITERION V: LANGUAGE	
<i>The Common Core State Standards for language focus on ensuring that students gain adequate mastery of a range of language skills and applications. Students are expected to meet each year's grade-specific standards and retain or further develop skills, knowledge, and vocabulary gained in preceding grades (CCSS).</i>	
Conventions of Standard English	
5a. There is evidence that grade-level grammar and conventions are addressed using an integrated and contextualized approach in daily instruction. Materials and tasks in grades nine and ten are designed to help build student understanding and use of:	
<ul style="list-style-type: none"> • Parallel structure 	<p>SE/TE: Author's Style (Parallelism), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739</p> <p>TE: Analyze Parallelism, 323</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 310–311</p>
<ul style="list-style-type: none"> • Various phrases and clauses to convey specific meanings and add variety and interest 	<p>SE/TE: Conventions: Types of Phrases, 49; Infinitives and Infinitive Phrases, 149; Transitions, 171; Participial Versus Absolute Phrases, 214; Phrases, 523; Active and Passive Voice, 658; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 312–313</p>
<ul style="list-style-type: none"> • Colons and semicolons 	<p>SE/TE: Conventions: Punctuation, 161; Author's Style: Punctuation, 320; Supporting Argument: Using Quotations, 497</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 314–315</p>

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<ul style="list-style-type: none"> • Correct spelling 	<p>SE/TE: Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 318–319</p>
Knowledge of Language	
5b. Text supports instruction on:	
<ul style="list-style-type: none"> • Understanding how language functions in different contexts 	<p>SE/TE: Author’s Style: Diction, 719, 756; Figurative Language, 236, 399, 679; Rhetoric, 222; Sound Devices, 86; Use of Language, 768; Word Choice, 21, 108, 193; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 320–321</p>
<ul style="list-style-type: none"> • Making effective choices for meaning or style 	<p>SE/TE: Writing to Sources, 150; Supporting Argument: Using Quotations, 497; Finding Sources, 757; Research: R30–R33</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 320–321</p>
<ul style="list-style-type: none"> • Writing and editing work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type 	<p>SE/TE: Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 318–319</p>

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Vocabulary Acquisition and Use	
5c. The materials provide context, support, and strategies for teaching vocabulary acquisition skills, including:	
<ul style="list-style-type: none"> • Using context clues to unlock the meaning of words 	<p>SE/TE: Context Clues, 98, 312, 334, 660; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 770; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 322–323</p>
<ul style="list-style-type: none"> • Identifying and using patterns of word changes that indicate different meanings or parts of speech (for example, <i>analyze</i>, <i>analysis</i>, and <i>analytical</i>) 	<p>SE/TE: Word Study Skills: Word Changes, 268; Word Families, 482, 718; Word Parts, 591; also see: Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Base Words, 202, 516, 650, 758 Etymology, 340; Prefixes, 20, 94, 421, 447, 521, 397</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 324–325</p>
<ul style="list-style-type: none"> • Consulting general and specialized reference materials to determine pronunciation or verify the meaning of words 	<p>SE/TE: Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340</p> <p>TE: Dictionary, 144; Unfamiliar Words, 605, 781</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 326–327</p>

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<p>5d. The materials provide embedded opportunities for students to encounter and develop an understanding of figurative language, word relationships, and nuances in word meanings, including examples of euphemism and oxymoron.</p>	<p>SE/TE: Figurative Language, 236, 399, 679; Analyze Craft and Structure, 267, 619; Word Study, 664; Word Study, 664, 718; Use of Language, 768; Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Context Clues, 62; Multiple-Meaning Words, 106, 191, 491</p> <p>TE: Figurative Language, 14, 16, 25, 37, 92, 137, 184, 206, 223, 227, 231, 459, 471, 674, 725; Analyze Metaphor, 261, 275, 384, 403; Analyze Simile, 381, 568, 713; Personification, 69, 103, 437, 731; Imagery, 81, 393</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 330–333</p>

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ALIGNMENT CRITERION VI: SPEAKING AND LISTENING	
<i>To be CCSS-aligned, speaking and listening must be integrated into lessons, items, and tasks. These must reflect a progression of communication skills required for college- and career-readiness, as outlined in the standards (see IMET). If grades nine and ten students are able to listen objectively to others, evaluate what they are learning, refine their opinions based on their reflections, and voice their own confusion/misunderstandings, their learning becomes deeper and more meaningful. They are exposed, at this level, to varied opinions, and must learn how to determine the validity of evidence provided by others as well as to provide evidence for their own choices and opinions (CCSS).</i>	
6a. <i>Comprehension and Collaboration.</i> Materials provide a language framework for student participation in academic conversations, including the ability to:	
<ul style="list-style-type: none"> • Prepare for a collaborative discussion, having read and researched material under study 	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694; Share Your Independent Learning, 116, 244, 350, 536, 688; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 7004; Panel Discussion, 109; Debate, 623; Group Discussion Tip, 86, 94, 106, 192, 212, 220, 234, 318, 330, 331, 340, 341, 512, 521, 522, 656, 664</p> <p>TE: Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553, 641, 737; Digital Perspectives, 167, 210, 453, 485; Analyze Craft and Structure, 448</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>
<ul style="list-style-type: none"> • Work with peers to set rules for collegial discussions and decision-making 	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>

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<ul style="list-style-type: none"> • Propel conversations by posing and responding to questions that relate to the broader theme; integrate others into the discussion; and challenge, clarify, or validate conclusions 	<p>SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>
<ul style="list-style-type: none"> • Respond thoughtfully to diverse perspectives 	<p>SE/TE: Conduct a Small Group Discussion, 8; Panel Discussion, 109; Speaking and Listening, 343; Job Interview, 639</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>
<ul style="list-style-type: none"> • Summarize points of agreement and disagreement 	<p>SE/TE: Debate, 343, 623; also see: Conduct a Small Group Discussion, 8; Panel Discussion, 109;</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>
<ul style="list-style-type: none"> • Make new connections in light of evidence and reasoning presented 	<p>SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 280</p>

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<ul style="list-style-type: none"> Integrate multiple sources of information in diverse media and formats 	<p>SE/TE: Media: Radio Broadcast: The Key to Disaster Survival? Friends and Neighbors, 164; Media: Video: Remarks on the Assassination of Martin Luther King, Jr., 297; Media: Newscast: Remembering Civil Rights History, “When Words Meant Everything”, 310; Oral Presentation, 769; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Digital Presentation, 87, 223; Small Group Performance Task, 238–239, 530–531; Annotated Illustration, 321; Multimedia Timeline, 721; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 282–283</p>
<ul style="list-style-type: none"> Evaluate the speaker’s point of view 	<p>SE/TE: Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources & Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308–311; Speaking and Listening: Debate, 623</p> <p>TE: Speaking and Listening, 167</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 286–292</p>

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<ul style="list-style-type: none"> • Use accurate, general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career level 	<p>SE/TE: Word Network, 7, 127, 255, 361, 547, 699; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746; Why These Words?, 20, 32, 48, 74, 84, 94, 106, 148, 160, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 521, 591, 620, 656, 664, 678, 718, 732, 754, 766; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 524, 527, 624, 631, 770, 772; Diction, 756</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 334–335</p>
<p>6b. <i>Presentation of Knowledge and Ideas.</i> Materials provide a language framework for student planning of effective presentations, focusing on:</p>	
<ul style="list-style-type: none"> • How to present information and findings, supporting evidence clearly, concisely, and logically so that a listener can follow the line of reasoning and that the organization, development, substance, and style are appropriate to purpose, audience, and task 	<p>SE/TE: Small Group Performance Task, 110–111, 238, 344, 530, 682, 782; Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Classroom Debate, 465, 623; Multimedia Timeline, 721; Oral Presentation, 248, 769; Listener Comment, 167; Monologue, 51; Theater Production, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 293–299</p>
<ul style="list-style-type: none"> • How to strategically use digital media in presentations 	<p>SE/TE: Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Digital Presentation, 87, 223; Multimedia Timeline, 721; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Create a Script, 780; Small Group Performance Task, 239, 345, 531</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 300–301</p>

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<ul style="list-style-type: none"> • How to adapt speech to a variety of contexts and tasks 	<p>SE/TE: Performance Task, 110, 345, 683, 782; Speaking and Listening: Oral Presentation, 237; Performance Task: Present an Argument, 238–239; Multimedia Presentation, 321, 354; Dramatic Interpretation, 423; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688</p> <p>Digital Resources: Grade 9 Common Core Companion Workbook, 302–308</p>
<p align="center">ALIGNMENT CRITERION VII: SCAFFOLDING AND SUPPORTS</p>	
<p><i>While scaffolds are not a part of the standards themselves, it is important to support teachers in meeting the needs of the range of students in their classrooms.¹ In order to meet the reading, speaking, and writing needs of all grades nine and ten students, the materials must include supports for students to comprehend at the grades nine through ten text complexity band and above this range with scaffolding. Supports and scaffolds should draw students back to the text and provide strategies for vocabulary acquisition. All scaffolding and support requires ongoing formal and informal assessments that provide multiple opportunities for students to demonstrate their proficiency and inform instruction. As stated in the IMET, it is important to note that scaffolding is not just intended for struggling students, but also for students who are ready for above grade-level work. As text complexity increases, and tasks get increasingly challenging, the need for appropriate scaffolds for above grade-level access is equally important (CCSS).</i></p>	
<p>7a. The texts promote differentiated instruction and instructional conversations about text to support student learning of:</p>	
<ul style="list-style-type: none"> • Academic language 	<p>SE/TE: Unit Opener: Academic Vocabulary, 5, 125, 253, 359, 545, 697 Academic Vocabulary (examples), 52, 118, 168, 246, 352, 494, 538, 736, 790</p> <p>Digital Resources: myPerspectivesPlus ELA Grades 6–12>Academic Vocabulary and Word Study>Interactive Vocabulary Lessons>Grade 9-10 General Academic Vocabulary>Try It >Apply It</p>
<ul style="list-style-type: none"> • Linguistic frames 	<p>TE: English Language Support, 114; Sentence Frames, 170</p>

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<ul style="list-style-type: none"> • Repeated grammatical structures and language 	<p>SE/TE: Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Style Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739</p>
<p>7b. The materials include student supports such as:</p>	
<ul style="list-style-type: none"> • Multiple digital and media versions of texts 	<p>SE/TE: "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet", 517 (Journalism) "Tragic Romeo and Juliet Offers Bosnia Hope", 525 (Media: Newscast) "from The Odyssey: Part 1", 560 "from The Odyssey: Part 2", 595 "from The Odyssey: A Graphic Novel", 625 (Media: Graphic Novel) "from Radiolab: War of the Worlds", 771 (Media: Radio Broadcast) "The Myth of the War of the Worlds Panic", 774 (Magazine Article)</p>
<ul style="list-style-type: none"> • Illustrations 	<p>SE/TE: Illustrations, 602, 609, 614–615 "from The Odyssey: A Graphic Novel", 625 (Media: Graphic Novel) Analyze Color, 627</p>
<ul style="list-style-type: none"> • Graphs and charts 	<p>SE/TE: Charts (examples), 33, 47, 58, 109, 174, 253, 343, 398, 646</p> <p>TE: Cross-Curricular Perspective: Math, 46</p>
<ul style="list-style-type: none"> • Maps and photographs 	<p>Maps Illustrated Maps, 223 Photographs Photographs (examples), 25, 69, 153, 230</p>

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<p>• Visual cues/notes that draw attention to words in the text that signal sequence or offer clues to meaning (i.e., where, when, and how key events occur)</p>	<p>Text- dependent and text-specific questions provided in the Teacher’s Edition include the Closer Look questions, in which students explore the content of the selections. First Read charts highlight strategies student can use for comprehension.</p> <p>See the following examples:</p> <p>SE/TE: First Read, 12, 62, 216, 486, 660; Analyze Craft and Structure: Narrative Structure, 47; Development of Ideas, 665; Closer Look: Analyze Characterization, 40; Analyze Figurative Language, 231; Close Read, 403, 452, 563</p>

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7c. The materials are designed to support teacher instruction by use of:	
<ul style="list-style-type: none"> • Explicit instructional directions accompanied by materials that are clearly aligned to stated goals and objectives that build student ability to read and comprehend grade level text 	<p>The Teacher’s Edition has everything need for planning and instruction. Grade 9 includes a Teacher Edition that include explicit instructional directions with clear goals and objectives.</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:</p> <p>TE: Teaching: Comprehension Check, 45, 145, 219, 590 Standards Support Through Teaching and Learning Cycle, 36D, 62D, 132D, 552D Standards, 62, 191, 591, 656</p> <p>Trade book Lesson Plans in <i>myPerspectives Plus</i>, include assessments that accompany lessons associated with trade book titles. In addition, <i>myPerspectives Plus</i>, includes the <i>myPerspectives Professional Development</i> that brings together the art and science of teaching with innovative professional suggestions to help teachers reimagine their craft.</p>

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<p>• Strategies to gradually increase difficulty as students' comprehension skills strengthen</p>	<p>At the 9th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text. First Read is for basic meaning where students utilize strategies like Notice, Annotate, Respond, and Connect to understand what they just read. During the second Close Read, students analyze key ideas and details and craft and structure – they are engaging in Making Meaning, Language Development, and Effective Expression.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>A Quilt of a Country; First Read, 12; Teaching: The Moral Logic of Survivor Guilt; Close Read, 154; Teaching: "I Have a Dream"; Analyze Craft and Structure, 267; Teaching: Letter from Birmingham Jail; Writing to Compare, 292-293; Facilitating: For My People Incident; Author's Style (Language Development), 320; Facilitating: Traveling from Just as I Thought; Speaking and Listening, 343</i></p> <p>The digital resources in myPerspectivesPlus, contain a short story collection called the <i>Reading Street Sleuth</i> which provides reading material written with a readability higher than grade level.</p>

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<ul style="list-style-type: none"> • Strategies to support student acquisition of knowledge supporting specific common core standards 	<p>Activities throughout the Teacher’s Edition include strategies and activities for students to reach the listed objectives. For a detailed examination of <i>myPerspectives</i> fulfilling the common core standards see Alignment Criterion II–VI of this document.</p>
<ul style="list-style-type: none"> • Clear and detailed teacher directions and guidance for introducing new concepts and skills 	<p><i>myPerspectives</i> creates opportunities for student success with the Whole-Class and Small-Group Learning activities. The all-in-one Teacher’s Edition has everything need for planning and instruction. The predictable routines for teaching and learning provide a supportive and nurturing environment that empowers students to become independent learners.</p> <p>See the following examples:</p> <p>TE: Planning, 62A–62D, 260A–260D, 400A–400D, 704A–704D; Teaching with Trade Books, T38–T49; Whole-Class Learning, 152A–163, 552A–593; Small-Group Learning, 98A–109, 650A–659; Independent Learning, 240–243, 532–535; Performance Task: Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645; Performance-Based Assessment, 118, 246, 352, 538, 690, 790</p>

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<ul style="list-style-type: none"> • Clear guidance for documenting student progress toward meeting grade-level standards 	<p>Pearson's <i>myPerspectives</i> integrates daily routines and informal opportunities to measure student understanding and monitor progress. Formal and informal assessments are offered for each selection in the program. Teacher Edition side-notes include Close Read and Closer Look activities allowing immediate assessment opportunities. Personalize for Learning allow teachers to monitor student progress on skills and standards taught each week. Skills and standards are assessed each week with Comprehension, Vocabulary, and Writing activities.</p> <p>Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text. Formal assessments include a Beginning-of-Year Test, Mid-Year Test, End-of Year Test, Selection Tests, and Unit Tests.</p> <p>See the following examples:</p> <p>TE: Close Read, 403, 452, 563; Closer Look, 37, 165, 506; Performance Tasks, 52–57; Writing to Sources, 297, 311, 333, 352; Personalize for Learning, 135, 230, 697, 771</p>

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<p>7d. The materials provide support for student learning through varying modalities (i.e., there are provisions for print, digital, and other multimedia sources for information attainment).</p>	<p>Pearson's <i>myPerspectives</i> is a comprehensive print and digital language arts program integrating the latest research in the field with a student centered curriculum that encourages learning through different modalities.</p> <p>Within each unit, print and digital interactive texts have been chosen that encourage careful reading and include informational texts and literature. <i>myPerspectives</i> Digital includes the interactive edition, audio editions, videos, and assessments.</p> <p><i>myPerspectivesPlus</i> includes hundreds of additional teacher resources instructors can use to customize your lessons. Interactive lessons, grammar tutorials, digital novels, and more are student-facing to allow students to work independently.</p> <p>See the following examples:</p> <p>TE: Overview of the Interactive Student Edition, T20–T21; Resources for Flexibility, T34–T35 “The Writing on the Wall”, 79 (Media: Blog Post) “The Key to Disaster Survival? Friends and Neighbors”, 165 (Media: Radio Broadcast) “The Endurance and the James Caird in Images”, 195 (Media: Photo Gallery) “Remarks on the Assassination of Martin Luther King, Jr.”, 295 (Media: Video) “Tragic Romeo and Juliet Offers Bosnia Hope”, 525 (Media: Newscast) “from The Odyssey: A Graphic Novel”, 625 (Media: Graphic Novel) “from Radiolab: War of the Worlds”, 771 (Media: Radio Broadcast) Teaching with Trade Books, T38–T49</p>

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<p>7e. The materials include assessments along with:</p>	
<ul style="list-style-type: none"> • Suggestions for next steps to address a spectrum of performance levels and needs based on assessment results 	<p>Pearson's <i>myPerspectives</i> includes print and online assessment options. The resulting data helps teachers to measure student progress and inform instruction.</p> <p>Summative Assessments include the following:</p> <ul style="list-style-type: none"> • <i>Performance-Based Assessment</i> allows students to demonstrate their learning by pulling together the content knowledge, process skills, and learning. • <i>Beginning-of-Year Test</i> determine each students' starting profile allowing teachers to plan which standards need focus. • <i>Unit Tests</i> allow students to apply standards taught in the unit with new texts. These tests provide an opportunity to remediate. • <i>Mid-Year Test</i> monitor student progress on skills and standards taught in the first half of the year. • <i>End-of-Year Test</i> monitor student progress on skills and standards taught through the course of the year. <p>PearsonRealize™ Online Assessment allows teachers to edit/add questions to an existing test or build an original test. Reports gather and track usage and students' growth on grade-level standards and skill.</p> <p>Assessment Overview, T26–T27 Performance-Based Assessment, 118, 246, 352, 538, 690, 790</p>

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<ul style="list-style-type: none"> • Opportunities for students to demonstrate their expertise through the use of performance tasks 	<p>SE/TE: At the end of each unit in <i>myPerspectives</i> Grade 9, students can demonstrate understanding of acquired knowledge through performance based activities called Performance Tasks. Performance tasks are integrated for careful analyses of text through discussion and writing based activities that are strategically incorporated to compliment text.</p> <p>See the following examples:</p> <p>Performance Task: Writing Focus: Write a Nonfiction Narrative, 52–57; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Essay, 640–645 Performance Task: Speaking and Listening Focus: Present a Nonfiction Narrative, 110–111; Multimedia Presentation, 344–345; Deliver a Multimedia Presentation, 682–683</p>
<ul style="list-style-type: none"> • Pieces of challenging and complete text that can be used to assess student understanding and next instructional steps 	<p>Pearson's <i>myPerspectives</i> offers texts at a variety of complexity levels. Each grade level includes a wide variety of reading genres and grade-appropriate subjects related to the thematic unit, essential question, and concepts.</p> <p>The selections provide an equal balance of literary and informational text. Students have opportunities to read both independently and in Whole-Class and Small-Group learning.</p> <p>Teaching with Trade Books provide students with another perspective on the topic. Trade Book lesson plans are available online in MyPerspectivesPlus.</p> <p>See the following examples:</p> <p>TE: Teaching with Trade Books, T38–T49; Whole-Class Learning, 152A–163, 552A–593; Small-Group Learning, 98A–109, 650A–659; Independent Learning, 240–243, 532–535</p>

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<p>• Reading selections and questions that progress in a logical sequence for gradual release</p>	<p>At the 9th grade level (and above grade level), <i>myPerspectives</i> consistently supports a multi-draft reading strategy, in which students of all levels can directly experience the complexity of the text.</p> <p>Each selection includes instruction in reading skills appropriate to the grade level. The application of the skill for Making Meaning is modeled with an excerpt in Close Read the Text section after the selection. Skills support threads through the selection with point-of-use skills prompts. The Making Meaning, Language Development, and Effective Expression questions after each selection provide opportunities for students to affirm and extend mastery.</p> <p>See the following examples:</p> <p>TE: Teaching: <i>A Quilt of a Country; First Read</i>, 12; Teaching: <i>The Moral Logic of Survivor Guilt; Close Read</i>, 154; Teaching: “<i>I Have a Dream</i>”; <i>Analyze Craft and Structure</i>, 267; Teaching: <i>Letter from Birmingham Jail; Writing to Compare</i>, 292-293; Facilitating: <i>For My People Incident; Author’s Style (Language Development)</i>, Unit, 320</p>

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<p>• Enrichment tasks for students who are on target for meeting grade-level expectations</p>	<p>At the 9th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning: Challenge activities at the bottom of various lesson pages that encourage students to go beyond the text and explore new avenues of study. The Planning pages for each selection includes Text Complexity Rubrics for reading support of diverse learners in the classroom. The Decide and Plan section includes Challenge lessons that provide students activities that can go beyond a simple interpretation of the text.</p> <p>In addition, Independent Learning selections, accessible via the interactive Student Edition includes challenging high-interest selections.</p> <p>See the following examples in the Teacher’s Edition:</p> <p>Decide and Plan, 12C, 78C, 216C, 322C, 552C Personalize for Learning: Challenge, 17, 29, 73, 105, 189, 287, 511, 526</p>

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<ul style="list-style-type: none"> • Steps to take when evidence suggests that students are starting to fall behind 	<p>Not all students learn the same way, or begin their learning with the same set of skills and experiences. For this reason, Pearson’s <i>myPerspectives</i> provides specific supports for adapting instruction to allow teachers to guide all students to meet grade-level standards.</p> <p>At the 9th grade level, in <i>myPerspectives</i>, materials include accessible Personalize for Learning activities that provide students opportunities to work with each unit topic, assisting students through and with writing, parts of speech and cultural context. <i>myPerspectives</i> provides ELL Language Support throughout lessons to assist students who do not speak English as a first language. Learning strategies are noted and suggested at the bottom of various lesson pages for reference, specifically noting ways for students to grasp language that may be content specific or unfamiliar to them as they read the text.</p> <p>Helpful strategies are provided within each text to support teachers as they delve into the lessons. These strategies include:</p> <p>TE: Personalize for Learning: English Language Support: Cognates, 359, 687; <i>Using Archetypal Types</i>, 492; Sentences, 33; Nuances of Language, 34; Personalize for Learning: Strategic Support, 35</p> <p>The digital resources in myPerspectivesPlus, include contain a supply of various materials that can engage English Language Learners.</p> <p>Reading materials called QReads engage reading, listening, and writing skills with a structure that allows for progression from one level to another; these activities can assist teachers as they work with students to effectively acquire their reading skills.</p>

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