

A Correlation of



Grade 9, ©2017

To the

**Oklahoma Academic Standards
for English Language Arts
Grade 9**

A Correlation of *myPerspectives*, Grade 9 to the Oklahoma Academic Standards for English Language Arts

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the Oklahoma Academic Standards for English Language Arts. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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9.1 Speaking and Listening	
Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.	
9.1.R Reading: Students will develop and apply effective communication skills through speaking and active listening.	
9.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules with control of verbal and nonverbal cues.	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693; 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, 700; 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, 678, 754,</p> <p>TE only: Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School>Group Discussions: Skills</p>
9.1.R.2 Students will actively listen and interpret a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective.	<p>SE/TE: Speaking and Listening, 237, 343, 593, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 7004; Panel Discussion, 109; Debate, 623; Working as a Team, 60; Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Remembering Civil Rights History, “When Words Meant Everything” 308–311</p> <p>TE only: Speaking and Listening, 167</p> <p>In addition, students address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons. See for example, 60, 176, 502, 744</p>

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<p>9.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.</p>	<p>SE/TE: Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693; 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, 700; 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, 678, 754, TE only: Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions</p>
<p>9.1.W Writing: Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	
<p>9.1.W.1 Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea.</p>	<p>SE/TE: Performance Task: Podcast, 110–111, 782–783; Present an Argument, 238–239, 530–531; Multimedia Presentation, 344–345, 682–683; Performance-Based Assessment: Multimedia Presentation, 321, 354, 540; Speaking and Listening: Monologue, 51; Act Out a Scene, 77; Digital Presentation, 87, 223; Retelling, 151; Pep Talk, 163; Theater Production, Video Presentation, 237; Oral Presentation, 248, 769; Classroom Debate, 465, 623; Record a Podcast, 485; Radio Broadcast, 681; Multimedia Timeline, 721; Oral Recitation, 735; Writing to Compare: Multimedia Presentation, 200–201</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions-High School: Giving a Presentation</p>

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9.1.W.2 Students will work effectively and respectfully within diverse groups, show willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and value individual contributions made by each group member.	<p>SE/TE: Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694;</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Speaking and Listening>Conversations and Discussions –High School>Group Discussions</p>
9.2 Reading and Writing Process	
Students will use a variety of recursive reading and writing processes.	
9.2.R Reading: Students will read and comprehend increasingly complex literary and informational texts.	
9.2.R.1 Students will summarize, paraphrase, and generalize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	<p>SE/TE: Notebook: Summarize (examples), 17, 29, 157, 190, 211, 233, 265, 287, 317, 329, 339, 420; First Read: Respond (examples), 12, 22, 36, 216, 260, 270, 322, 334, 504, 516, 660, 746, 774; Writing to Sources: Newspaper Report, 297; Team Report, 333</p>
9.2.R.2 Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.	<p>SE/TE: Cite Textual Evidence, 18, 19, 30, 31, 46, 47, 74, 84, 94, 106, 146, 147, 158, 159, 166, 191, 199, 212, 220, 234, 266, 267, 288, 289, 296, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 521, 527, 591, 592, 618, 619, 631, 638, 656, 664, 678, 716, 717, 730, 731, 754, 766; Writing To Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Analyze Craft and Structure: Author’s Claims and Ideas, 221; Use of Rhetoric, 222; Argumentative Text, 513; Travel Journalism, 755</p>
9.2.R.3 Students will synthesize main ideas with supporting details in texts.	<p>SE/TE: Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; Write It, 222; Write a Summary, 128, 256, 548</p> <p>TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>

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9.2.W Writing: Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.	
9.2.W.1 Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.	<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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
9.2.W.2 Students will plan (e.g., outline) and prewrite a first draft as necessary.	<p>SE/TE: Prewriting/Planning, 34, 53, 169, 292, 299, 492, 495, 529, 632, 633, 641, 737, 781; Drafting, 34, 54, 170, 293, 300, 493, 496, 529, 633, 642, 738, 781</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
9.2.W.3 Students will develop drafts by choosing an organizational structure (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.) and building on ideas in multi-paragraph essays.	<p>SE/TE: Drafting, 34, 54, 170, 293, 300, 493, 496, 529, 633, 642, 738, 781</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>

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9.2.W.4 Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent tone and point of view.	<p>SE/TE: Revising, 56, 172, 293, 302, 498, 644, 740; Editing/ Proofreading, 57, 173, 303, 499, 645, 741</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
9.2.W.5 Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).	<p>SE/TE: Revising, 56, 172, 293, 302, 498, 644, 740; Editing/ Proofreading, 57, 173, 303, 499, 645, 741</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> The Writing Process-High School</p>
9.3 Critical Reading and Writing	
Students will apply critical thinking skills to reading and writing.	
9.3.R Reading: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.	
9.3.R.1 Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.	<p>SE/TE: Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; 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 only: 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>

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9.3.R.2 Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.	SE/TE: Author's Choices: Point of View and Structure, 341; Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources & Speaking and Listening, 297; Speaking and Listening: Debate, 623; <i>Ithaka; The Narrow Road of the Interior</i> (Point of View), 680; Writing to Sources, 51; Author's Claims and Ideas, 221 TE only: Speaking and Listening, 167; Analyze Point of View, 336
9.3.R.3 Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:	
9.3.R.3.a setting	SE/TE: Author's Choices: Setting, 731; also see: Exposition and Dialogue, 55; Revising for Evidence and Elaboration, 56; Close Read, 133
9.3.R.3.b plot	SE/TE: Analyze Craft and Structure: Narrative Structure, 47; Drafting: Organize Your Narrative (chart), 54; Characters Advance Plot, 75; Author's Choices: Plot Devices, 657 TE only: Strategic Support, 139, 141, 436; Identify Suspense, 454; Analyze Plot, 470
9.3.R.3.c characters (i.e., protagonist, antagonist)	SE/TE: Speaking and Listening: Monologue, 51; Scene, 77; Identify Your Character, 151; Develop Your Characters, 593; Analyze Craft and Structure: Complex Characters, 75; Characters, 213; Writing to Sources: Dual Character Study, 449 TE only: Closer Look: Analyze Character, 37, 40, 104, 134, 210, 379, 415, 603; Infer Characters' Attitudes, 140; Examine Character, 180

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9.3.R.3.d character development	SE/TE: Author's Style: Character Development, 719; also see: Speaking and Listening: Monologue, 51; Scene, 77; Identify Your Character, 151; Develop Your Characters, 593; Analyze Craft and Structure: Complex Characters, 75; Characters, 213; Writing to Sources: Dual Character Study, 449 TE only: Closer Look: Analyze Character, 37, 40, 104, 134, 210, 379, 415, 603; Infer Motivation, 44; Analyze Dialogue, 102; Infer Characters' Attitudes, 140; Examine Character, 180; Analyze Character Development, 208; Analyze Characterization, 388
9.3.R.3.e theme	SE/TE: Characters Develop Theme, 75; Analyze Craft and Structure: Development of Theme, 235; Theme and Poetic Structure, 767; Oral Presentation, 769 TE only: Theme, 101, 475, 489; Analyze Theme, 229; Identify Theme, 405; Infer Theme, 509
9.3.R.3.f conflict (i.e., internal and external)	SE/TE: Analyze Craft and Structure: Narrative Structure, 47; Analyze the Texts, 632; Writing to Sources, 720–721 TE only: Analyze Conflict, 72, 181, 204; Analyze Character Development, 208; Understanding Resolution, 616
9.3.R.3.g archetypes	SE/TE: Writing to Compare, 492–493; Archetypes, R44 Also see: Greek Mythology and Customs, 554–555, from the Odyssey, 561–616
9.3.R.4 Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:	
9.3.R.4.a simile	SE/TE: Author's Style: Figurative Language, 96, 236, 619, 679; Epic Simile, 557 TE only: Figurative Language, 37; Analyze Simile, 381; Identifying Similes, 568; Simile, 713

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9.3.R.4.b metaphor	SE/TE: Author's Style: Figurative Language, 96, 236, 619, 679 TE only: Figurative Language, 14, 16, 471, 674, 725; Analyze Metaphor, 261, 384; Metaphors, 275, 301; Extended Metaphor, 403
9.3.R.4.c personification	SE/TE: Analyze Craft and Structure: Personification, 731 TE only: Personification, 69, 103, 459, 652; Understand Imagery, 81; Figurative Language, 137; Analyze Personification, 437, 580; Infer Personification, 671
9.3.R.4.d onomatopoeia	SE/TE: For supporting content please see: Figurative Language, 96; Onomatopoeia, R47
9.3.R.4.e hyperbole	SE/TE: Humor, 96 TE only: Analyze Hyperbole, 66; Figurative Language, 92; Hyperbole, 323, 416
9.3.R.4.f imagery	SE/TE: Review and Clarify, 74 TE only: Understand Imagery, 81, 188; Interpret Images, 226; Analyze Imagery, 316, 393; Imagery, 391
9.3.R.4.g tone	SE/TE: Author's Style: Word Choice, 21, 86, 108, 193; Writing to Compare: Diction (tone), 34; Revising for Evidence and Elaboration, 172; Use of Rhetoric, 222; Close Read the Text, 421 TE only: Closer Look: Infer Tone, 89, 218, 506; Analyze Tone, 203
9.3.R.4.h symbolism	SE/TE: Symbol, 235 TE only: Analyze Symbolism, 419
9.3.R.4.i irony	SE/TE: Dramatic Irony, 464; Situational Irony, 657; Dramatic Irony, 717 TE only: Analyzing Situational Irony, 68; Analyze Dramatic Irony, 439, 451, 474; Irony, 735

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<p>9.3.R.5 Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.</p>	<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 TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<p>9.3.R.6 Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p>	<p>SE/TE: Analyze Craft and Structure: Narrative Structure, 47; Author’s Style: Exposition and Dialogue, 55; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims, 221; Argument, 289; Argumentative Text, 513; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781</p>
<p>9.3.R.7 Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.</p>	<p>SE/TE: QuickWrite, 9, 129, 257, 363, 549, 701; Writing to Sources, 515; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781</p>
<p>9.3.W Writing: Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	
<p>9.3.W.1 Narrative-Grade Level Focus: Students will write nonfiction narratives (e.g., memoirs, personal essays).</p>	<p>SE/TE: Performance Task: Write a Nonfiction Narrative, 52–57, 118–119; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Sequel, 720; Short Story, 734; Narrative, 790-791</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons> Narrative Writing-High School</p>

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<p>9.3.W.2 Informative - Grade Level Focus: Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p>	<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; Dual Character Study, 449; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 352–353; Explanatory Essay, 689–691; Explanatory Text/Podcast, 692–693; Broadcast Outline, 773</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>
<p>9.3.W.3 Informative - Grade Level Focus: Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>	<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; Dual Character Study, 449; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 352–353; Explanatory Essay, 689–691; Explanatory Text/Podcast, 692–693; Broadcast Outline, 773</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Informative/Explanatory Writing-High School</p>

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<p>9.3.W.4 Argument: Students will introduce claims, recognize and distinguish from alternate or opposing claims, and organize reasons and evidences, using credible sources.</p>	<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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Interactive Writing Lessons: Argumentative Writing-High School</p>
<p>9.3.W.5 Argument: Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented and supports the argument.</p>	<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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>
<p>9.3.W.6 Argument: Students will blend multiple modes of writing to produce effective argumentative essays.</p>	<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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons>Argumentative Writing-High School</p>

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9.4 Vocabulary	
Students will expand their working vocabularies to effectively communicate and understand texts.	
9.4.R Reading: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.	
9.4.R.1 Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.	<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</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p> <p>Students acquire and use general academic vocabulary in every Unit Introduction and Whole-Class Performance Task. Students acquire and use domain-specific vocabulary in the Media Vocabulary features, which appear with most media selections.</p>
9.4.R.2 Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.	<p>SE/TE: Word Study Skills: Suffixes, 31, 81, 82, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Base Words, 88, 202, 516, 650, 758; Etymology, 340; Prefixes, 20, 94, 421, 447, 521, 397</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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<p>9.4.R.3 Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p>	<p>SE/TE: Context Clues, 78, 88, 98, 178, 312, 334, 660; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 216, 260, 270, 516, 660, 746, 770; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754; Multiple-Meaning Words, 106, 191, 491 TE only: Multiple-Meanings, 65, 380, 628; Concept Vocabulary, 92, 182</p>
<p>9.4.R.4 Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p>	<p>SE/TE: Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Multiple-Meaning Words, 106, 191, 491; Using a Dictionary and Thesaurus, 643 TE only: Strategic Support, 751; Multiple-Meanings, 65, 380, 628</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
<p>9.4.R.5 Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p>	<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 TE only: Dictionary, 144; Unfamiliar Words, 605, 781</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>

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9.4.W Writing: Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.	
9.4.W.1 Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.	<p>SE/TE: Performance-Task Writing: Academic Vocabulary, 52, 168, 298, 494, 640, 736; Drafting, 34, 54, 170, 293, 300, 493, 496, 529, 633, 642, 738, 781; Academic Vocabulary, 5, 125, 253, 359, 545, 697</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
9.4.W.2 Students will select appropriate language to create a specific effect according to purpose in writing.	<p>SE/TE: Descriptive Words, 53; Figurative Language, 96, 236; Precise Language, 53, 302, 633; Vivid Language, 21; Word Choice, 162, 172, 449, 484, 622, 720, 734, 756</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Academic Vocabulary and Word Study</p>
9.5 Language	
Students will apply knowledge of grammar and rhetorical style to reading and writing.	
9.5.R Reading: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.	
9.5.R.1 Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.	<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 <i>myPerspectives Plus ELA</i>>Conventions</p>
9.5.R.2 Students will recognize the use of active and passive voice.	<p>SE/TE: Conventions: Active and Passive Voice, 658</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Verbs: Active Voice and Passive Voice</p>

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9.5.R.3 Students will recognize and correct inappropriate shifts in verb tense.	<p>SE/TE: Grammar Handbook, R61 TE only: Close Read, 141</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Lessons-Verbs: Unnecessary Shifts in Tense, Voice, or Mood</p>
9.5.R.4 Students will recognize the subject and verb agreement, and correct as necessary.	<p>SE/TE: Conventions: Sentence Structure, 33; Grammar Handbook, R60 TE only: Subject-Verb Agreement, 173, 341, 523, 717</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Agreement: Subject-Verb</p>
9.5.W Writing: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.	
9.5.W.1 Students will write using correct mechanics with a focus on punctuation marks as needed.	<p>SE/TE: Conventions: Punctuation, 161; Author’s Style: Punctuation, 320; Supporting Argument: Using Quotations, 497; Edit for Conventions, 499; Editing and Proofreading, 57, 173, 303, 499, 645, 741</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Punctuation</p>
9.5.W.2 Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.	<p>SE/TE: Conventions: Sentence Structure, 33; Grammar Handbook, R59–R60</p> <p>Digital Resources <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons>Sentences</p>

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9.5.W.3 Students will use parallel structure.	<p>SE/TE: Author’s Style (Parallelism), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Parallelism, 733; Add Variety: Use Adverbial Clauses to Combine Sentences, 739</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions</p>
9.5.W.4 Students will use various types of phrases (e.g., appositive, adjectival, adverbial, participial, prepositional) and clauses (e.g., independent, dependent, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Conventions>Interactive Grammar Practice Lessons</p>
9.6 Research	
Students will engage in inquiry to acquire, refine, and share knowledge.	
9.6.R Reading: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.	
9.6.R.1 Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.	<p>SE/TE: Gather Evidence and Media, 110, 238, 344, 495, 530, 641, 682, 782; Gather Evidence from Sources, 169; Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; Reports, 757; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Conducting Research, R24–R33</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 9</p>
<p>9.6.R.2 Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (e.g., print and digital).</p>	<p>SE/TE: Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; Reports, 757; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Conducting Research, R24–R33 TE only: Connect Across Texts, 169; Finding Evidence, 215</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School</p>
<p>9.6.R.3 Students will evaluate the relevance, reliability, and validity of the information gathered.</p>	<p>SE/TE: Evaluate Sources, 299; Finding Sources, 757; Gather Evidence and Media, 110, 238, 344, 495, 530, 641, 682, 782; Gather Evidence from Sources, 169; Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Conducting Research, R24–R33</p>

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<p>9.6.W Writing: Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	
<p>9.6.W.1 Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p>	<p>SE/TE: Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; Reports, 757; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Speaking and Listening: Oral Presentation, 167; Writing to Compare: Multimedia Presentation, 200–201; Conducting Research, R24–R33</p> <p>Digital Resources <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lessons>Research Writing-High School; Interactive Research Lessons>Integrating Quotations, Citations, and Images-High School; Interactive Research Lessons>Sources and Evidence-High School</p>

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<p style="text-align: center;">Oklahoma Academic Standards English Language Arts</p>	<p style="text-align: center;">myPerspectives Grade 9</p>
<p>9.6.W.2 Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.</p>	<p>SE/TE: Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; Reports, 757; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Speaking and Listening: Oral Presentation, 167; Writing to Compare: Multimedia Presentation, 200–201; Conducting Research, R24–R33</p> <p>TE only: 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</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lesson>Integrating Quotations, Citations, and Images-High School; Interactive Research Lesson>Sources and Evidence-High School</p>
<p>9.6.W.3 Students will quote, paraphrase, and summarize findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p>	<p>SE/TE: Language Development: Integrate Different Types of Information, 301; Editing and Proofreading, 57, 173, 303, 499, 645, 741; Research Handbook, R32–R33</p> <p>TE only: Connect Across Texts, 169; Finding Evidence, 215</p> <p><u>Digital Resources</u> <i>myPerspectives Plus ELA</i> > Writing and Research>Interactive Research Lesson>Integrating Quotations, Citations, and Images-High School; Interactive Research Lesson>Sources and Evidence-High School</p>

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9.6.W.4 Students will summarize and present information in a report.	SE/TE: Research: Digital Presentation, 87; Research Report, 311; Multimedia Presentation, 667; Reports, 757; 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, 511, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765; Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Essay, 640–645; Writing to Sources: Informative Essay, 352–353; Explanatory Essay, 690–691; Conducting Research, R24–R33
9.7 Multimodal Literacies	
Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.	
9.7.R Reading: Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.	
9.7.R.1 Students will analyze and evaluate the effectiveness of techniques used in a variety of written, oral, visual, digital, non-verbal, and interactive texts with a focus on persuasion and argument to generate and answer literal, interpretive, and applied questions to create new understandings.	SE/TE: Analyze the Media, 166, 199, 296, 310, 527, 631, 772; Speaking and Listening: Listen to a Scene from Romeo and Juliet, 485; Writing to Compare, 200–201, 292–293, 528–529, 780–781; Analyze Craft and Structure: Persuasive Speech, 267; 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 TE only: Strategic Use of Media, 238; Digital Perspectives, 683 In addition, students address this standard throughout the program with Launch Activity features that appear in the Unit Introduction, the Working as a Team feature, and Group Discussion Tips.
9.7.R.2 Students will analyze the impact of selected media and formats on meaning.	SE/TE: Analyze the Media, 166, 199, 296, 310, 527, 631, 772; Writing to Compare, 200–201, 292–293, 528–529, 780–781

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9.7.W Writing: Students will create multimodal texts to communicate knowledge and develop arguments.	
9.7.W.1 Students will create a variety of multimodal content to engage specific audiences.	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, 667; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485
9.7.W.2 Students will create engaging visual and/or multimedia presentations, using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences.	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, 667; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485
9.8 Independent Reading and Writing	
Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.	
9.8.R Reading: Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.	
9.8.R.1 Students will select appropriate texts for specific purposes and read independently for extended periods of time.	<p>Students address this standard with literary selections throughout the program, including but not limited to the following:</p> <p>SE/TE: Overview: Independent Learning, 112–113, 240–241, 346–347, 532–533, 684–685, 784–785; Independent Learning, 114–116, 242–244, 348–350, 534–536, 686–688, 786–788</p> <p>TE only: Integrating Trade Books with <i>myPerspectives</i>, T38–T49; Independent Learning, 114A–114E, 242A–242E, 348A–348E, 534A–534E, 686A–686D, 786A–786E</p> <p>Digital Resources <i>myPerspectives ELA National Grade 9</i>>Student Edition>Units 1-6 Independent Learning</p>

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<p align="center">Oklahoma Academic Standards English Language Arts</p>	<p align="center">myPerspectives Grade 9</p>
<p>9.8.W Writing: Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	
<p>9.8.W.1 Students will write independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two), vary their modes of expression to suit audience and task, and draw appropriate conclusions.</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><u>Digital Resources</u> <i>myPerspectives Plus ELA</i>>Writing and Research>Interactive Writing Lessons</p>