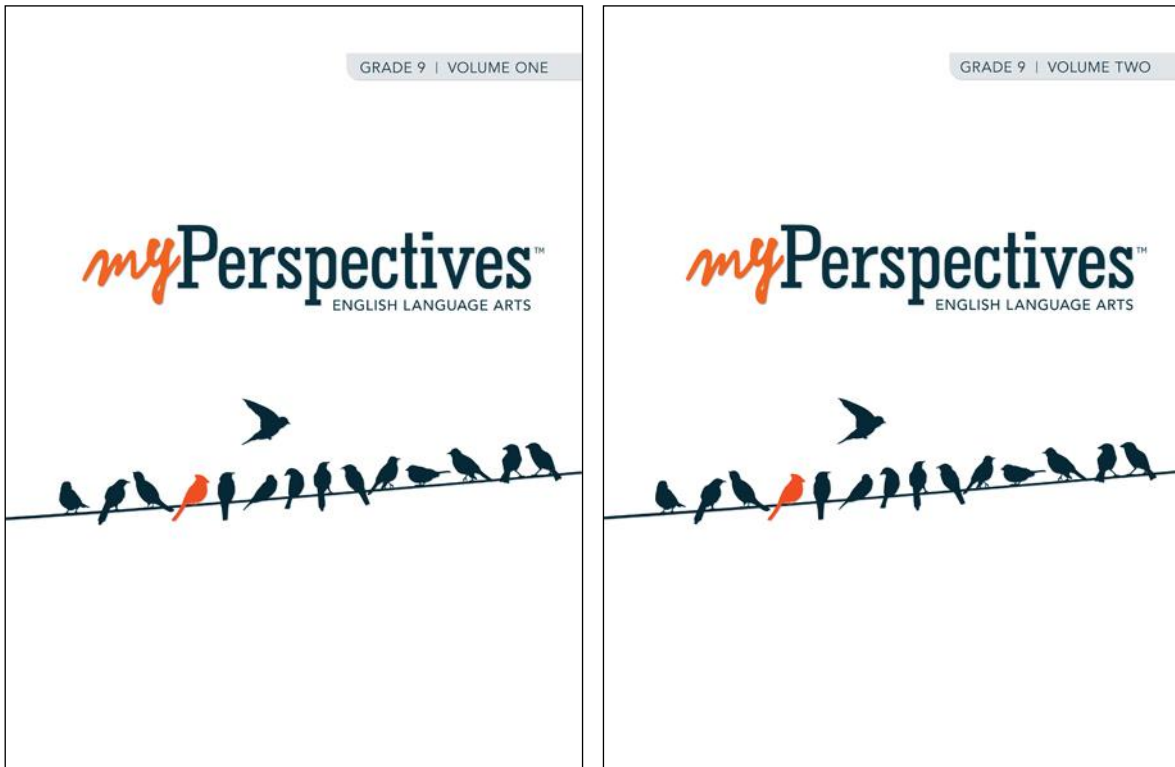


## A Correlation of



**Grade 9**

**To the**

**Wisconsin Standards for  
English Language Arts 2020**

## A Correlation of myPerspectives English Language Arts Grade 9 to the Wisconsin Standards for English Language Arts 2020

### Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Wisconsin Standards for English/Language Arts 2020*. Correlation page references are to the Student Edition and Teacher Edition and are cited by selection title or 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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<b>R.9-10: Reading</b>	
Key Ideas and Details	
<b>R.9-10.1:</b> Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	<p><b>SE/TE:</b> Cite Textual Evidence (literary), 46, 47, 74, 106, 146, 147, 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; Text Analysis, 30, 158, 199, 266, 288, 496, 638, 704, 754; Cite Textual Evidence (informative), 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 521, 527, 664, 754; Make Inferences, 158, 288; Infer, 296, 638; Analyze the Media, 199; Writing to Sources, 773</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Analyze Text Information&gt;Draw Conclusions <i>myPerspectives ELA National Grade 9</i>&gt;Unit Resources&gt;Units 1-6</p>
<b>R.9-10.2:</b> Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)	<p><b>SE/TE:</b> Summary, 8; Analyze Craft and Structure: Characters Develop Theme, 75; Theme and Poetic Structure, 767; Development of Theme, 235; Writing to Compare: Archetypal Theme, 492–493; Analyze Craft and Structure: Purpose and Persuasion, 31; Informative Text, 85; Development of Ideas, 159, 665; Write It, 222; Write a Summary, 128, 256, 548; Writing to Sources, 773; Text Analysis, 84, 158</p> <p><b>TE only:</b> Author’s Word Choice, 20; Narrative Fiction, 64; Theme, 101, 475, 479, 489, 670; Challenge, 105, 233, 396; Small-Group Close Reading, 204; Small-Group Learning, 313; Infer Theme, 509; Analyze Themes, 229, 495; Text Analysis, 234, 766; Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Summarize&gt;Theme&gt; Archetypal Theme&gt; Connect and Clarify Main Idea&gt;Main Idea&gt;Paraphrase a Text and Find the Main Idea</p>

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<p><b>R.9-10.3:</b> In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p>	<p><b>SE/TE:</b> Author’s Style: Exposition and Dialogue, 55; Analyze Craft and Structure: Complex Characters, 75; Characters, 213; Elements of Drama, 398; Oral Tradition, 592; Character Development, 719; Text Analysis, 46, 74, 212, 480, 718; Analyze Craft and Structure: Purpose and Persuasion, 31; Informative Text, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims and Ideas, 221; Argument, 289; Author’s Choices: Point of View and Structure, 341; Author’s Style: Organization, 514; Read It &amp; Write It, 222; Write a Summary, 128, 256, 548; Writing to Sources, 773; Text Analysis, 94, 288, 330, 340, 664</p> <p><b>TE only:</b> Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603; Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Character&gt;Character and Characterization&gt;Conflict&gt;Plot&gt;Plot and Conflict  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Connect and Clarify Main Idea</p>
<p>Craft and Structure</p> <p><b>R.9-10.4:</b> Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</p>	<p><b>SE/TE:</b> Literary: Author’s Style: Word Choice, 21, 86, 108, 193; Figurative Language, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Point of View, 680; Analyze Craft and Structure: Figurative Language, 619, 679; Author’s Choices: Narrative Elements, 717; Author’s Choices: Setting, 731; Analyze the Text, 730; also see: Word Network, 361; 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>Informative: Writing to Compare (Diction in Essays), 34; Context Clues, 98, 312, 660; Author’s Style: Word Choice (Sound Devices), 86; Figurative Language, 96; Word Choice, 193; Word Study: 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; Text Analysis, 192</p>

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<p>(Continued) <b>R.9-10.4:</b> Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</p>	<p>(Continued) <b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language&gt;Figurative Language &amp; Extended Metaphor <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study</p>
<p><b>R.9-10.5:</b> In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)</p>	<p><b>SE/TE:</b> 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; Elements of Drama, 398; Dramatic Structures, 448; Dramatic Elements, 464; Oral Tradition, 592; Author's Choices: Plot Elements, 657; Narrative Elements, 717; Analyze the Text, 480, 730; Author's Style: Use of Language, 768; Text Analysis, 106, 146, 318, 398, 448, 464, 480, 592, 656, 716; Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Informative Text, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author's Claims and Ideas, 221; Argument, 289; Author's Choices: Point of View and Structure, 341; Journalism, 522; Author's Style: Organization, 514; Use of Rhetoric, 222; Write a Summary, 128, 256, 548; Text Analysis, 18, 30, 220, 340, 638 <b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Analyze Structure and Format&gt;Text Structure: Chronological Order <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt; Analyze Structural Features</p>

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<p><b>R.9-10.6:</b> Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author’s geographic location, identity, and culture affect perspective. (RI&amp;RL)</p>	<p><b>SE/TE:</b> <i>Life of Pi</i> (complex characters), 213; “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet, 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>, 764–768; Text Analysis, 212; Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Development of Ideas, 159, 665; Author’s Claims and Ideas, 221; Argumentative Text, 513; Travel Journalism, 755; Author’s Style: Use of Rhetoric, 222; Argument, 267, 289; Text Analysis, 18, 30, 266</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Point of View&gt;Analyze Historical and Cultural Context  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Author’s Conclusions&gt;Evaluate the Author’s Credibility&gt;Recognize Propaganda&gt;Rhetorical Devices&gt;Evaluate Credibility and Analyze Author’s Intentions</p>
<p>Integration of Knowledge and Ideas</p> <p><b>R.9-10.7:</b> Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI&amp;RL)</p>	<p><b>SE/TE:</b> Speaking and Listening: Performance Review, 485; Analyze the Media, 631; Writing to Compare, 632–633; Comparing Text to Media: <i>The 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; Writing to Compare, 780</p> <p><b>TE only:</b> 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; Planning: <i>from</i> “The Odyssey: A Graphic Novel”, 624A</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Identify Characteristics of Various Types of Texts</p>

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<p><b>R.9-10.8:</b> Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 159; Author’s Claims and Ideas, 221; Argument, 267, 289; Writing to Compare, 292–293; Argumentative Text, 513; Writing to Sources: Literary Criticism, 515; Author’s Style: Use of Rhetoric, 222; Text Analysis, 158, 512</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Analyze Persuasive Appeals&gt;Evaluate Author’s Conclusions&gt;Persuasive Speech&gt;Persuasive Techniques</p>
<p><b>R.9-10.9:</b> Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&amp;RL)</p>	<p><b>SE/TE:</b> “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: <i>The Odyssey: A Graphic Novel</i>, 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; “I Have a Dream” 260–269; “Letter from Birmingham Jail” 270–293</p> <p><b>TE only:</b> 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; Planning &amp; Personalize for Learning, 260A–260D, 270A–270D</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Allusion <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Analyze Cultural and Historical Context</p>

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<b>W.9-10: Writing Standards</b>	
Text Types and Purposes	
<p><b>W.9-10.1:</b> Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.</p>	<p><b>SE/TE:</b> 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, 736–741; 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, 150, 162, 167, 215, 297, 311, 333, 449, 484, 515, 622, 639, 659, 720, 734, 773; Performance-Based Assessment: Nonfiction Narrative, 118; Argument, 246–247; Informative Essay, 352–353; Argument, 538–539; Explanatory Essay, 690–691; Narrative, 790–791</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>W.9-10.2:</b> Write text in a variety of modes:</p> <p><b>W.9-10.2.a:</b> Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Performance Based Assessment, 245–247, 537–539; Writing to Sources: Critical Review, 150; Argument, 215; Persuasive Letter, 484; Criticism, 515; Writing to Compare: Opinion Article, 528–529; Review Graphic Novel, 632–633; Activities, 214, 465, 781; Resources Tool Kit: Argument, R6–R11</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Argumentative Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Argument-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Argument</p>

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<p><b>W.9-10.2.b:</b> Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.</p>	<p><b>SE/TE:</b> 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; Research Report, 311; Team Report, 333; Character Study, 449; Biography, 622; Job Application, 639; Chat Board Post, 659; Performance-Based Assessment: Informative Essay, 351–353; Explanatory Essay, 689–691; Explanatory Text/Podcast, 692; Writing to Compare, 34–35, 292–293, 492–493; Language Development, 658; Resources Tool Kit: Informative, R12–R17</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Informative/Explanatory Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Informative/Explanatory-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Informative/Explanatory Essay</p>
<p><b>W.9-10.2.c:</b> Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p>	<p><b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Sequel, 720; Short Story, 734; Performance-Based Assessment: Nonfiction Narrative, 117–119; Short Story, 789–791; Oral Presentation (Original Narrative Piece), 769; Resources Tool Kit: Narrative, R18–R23</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Narrative Writing-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons&gt;Narrative-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos&gt;Short Story</p>

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<b>W.9-10.3:</b> Create writing that utilizes:	
<b>W.9-10.3.a:</b> Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	<b>SE/TE:</b> Write a Claim, 169; Consider Possible Counterclaims, 169, 495; Gather Evidence, 169, 495; Organize Your Argument, 170, 496; Organize Your Informative Text, 300; Adequate Support, 300; Remember Your Audience, 300; Structure the Sequence, 53; Gather Details, 53; Logical Organization, 740; Writing to Sources: Alternative Ending, 50
<b>W.9-10.3.b:</b> Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>SE/TE:</b> Transitions, 171, 332; Use Transitions, 302; Structure the Sequence, 53; Organize Your Narrative, 54
<b>W.9-10.3.c:</b> Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.	<b>SE/TE:</b> Writing: Word Choice, 162, 177, 449, 484, 622, 720, 734, 756; Use of Rhetoric, 222; Poetic Structure, 421; Prewriting, 34
Production and Distribution of Writing	
<b>W.9-10.4:</b> Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<p><b>SE/TE:</b> 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, 736–741; 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, 150, 162, 167, 215, 297, 311, 333, 449, 484, 515, 622, 639, 659, 720, 734, 773; Performance-Based Assessment: Nonfiction Narrative, 118; Argument, 246–247; Informative Essay, 352–353; Argument, 538–539; Explanatory Essay, 690–691; Narrative, 790–791</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>

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<p><b>W.9-10.5:</b> Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p><b>SE/TE:</b> 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><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons: The Writing Process-High School  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Whiteboard Lessons  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Writing Skills Videos  myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>W.9-10.6:</b> Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:</p>	
<p><b>W.9-10.6.a:</b> connecting writers and readers,</p>	<p><b>SE/TE:</b>  Part 2 - Speaking and Listening: Multimedia Presentation, 354  Part 2 - Speaking and Listening: Multimedia Presentation, 540  Media Vocabulary, 772</p>
<p><b>W.9-10.6.b:</b> producing accessible experiences for specific audiences, and</p>	<p><b>SE/TE:</b>  Performance Task: Produce a Podcast, 110–111; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 782–783; Media Examples, 238; Podcast, 485; Deliver a Multimedia Presentation, 682–683; Speaking and Listening: Multimedia Timeline, 721; Multimedia Presentation, 354, 540, 667</p> <p><b>Digital Resources:</b>  myPerspectives Plus&gt;Writing and Research  myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>

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<p align="center"><b>Wisconsin Standards for English Language Arts 2020, Grades 9-10</b></p>	<p align="center"><b>myPerspectives English Language Arts Grade 9</b></p>
<p><b>W.9-10.6.c:</b> dynamically and flexibly matching modes with ideas to communicate with readers.</p>	<p><b>SE/TE:</b> Research: Digital Presentation, 87; Performance Task: Produce a Podcast, 110–111; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 782–783; Media Examples, 238; Podcast, 485; Deliver a Multimedia Presentation, 682–683; Speaking and Listening: Multimedia Timeline, 721; Multimedia Presentation, 354, 540, 667; Dramatic Reading, 792; Writing to Compare, 200–201, 780–781; Making Meaning, 334–335  <b>TE only:</b> 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</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research  myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>
<p><b>Inquiry to Build and Present Knowledge</b></p>	
<p><b>W.9-10.7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.</p>	<p><b>SE/TE:</b> Research to Clarify &amp; 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: Digital Presentation, 87; Research Report, 311; Team Report, 333; Multimedia Presentation, 667; Research Project, 757; Speaking and Listening: Digital Presentation, 223; Oral Presentation, 167; Writing to Compare, 200–201; Gather Evidence/Details, 53, 110, 169, 238, 495, 530, 641, 682; Write It, 86, 332, 666; Informative Essay, 298, 352  <b>TE only:</b> Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Research Lessons-High School</p>

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<p><b>W.9-10.8:</b> Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Gather Evidence/Details, 53, 110, 169, 238, 495, 530, 641, 682; Research: Digital Presentation, 87; Research Report, 311; Team Report, 333; Multimedia Presentation, 667; Research Project, 757 Speaking and Listening: Digital Presentation, 223; Integrate Different Types of Information, 301; Focus Your Research, 299; Writing to Sources, 352, 538; Research to Clarify &amp; 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; Prewriting/Planning, 299; Integrate Information, 301 <b>TE only:</b> Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706  <b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Research Lessons Integrating Quotations, Citations, and Images-High School&gt;Interactive Research Lesson: Sources and Evidence-High School</p>
<p><b>W.9.10.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><b>SE/TE:</b> Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Research: Multimedia Presentation, 667; Report on Chernobyl, 757; Performance-Based Assessment: Nonfiction Narrative, 118; Argument, 246–247; Informative Essay, 352–353; Argument, 538–539; Explanatory Essay, 690–691; Narrative, 790–791  <b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Writing and Research&gt;Interactive Writing Lessons&gt;Interactive Whiteboard Lessons <i>myPerspectives ELA National Grade 9</i>&gt;Unit Resources&gt;Units 1-6 Performance Task: Writing Focus</p>

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<b>SL.9-10: Speaking &amp; Listening</b>	
Comprehension and Collaboration	
<b>SL.9-10.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	
<b>SL.9-10.1.a:</b> Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	<p><b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688; Share Your Independent Learning, 116, 244, 350, 536, 688, 788; Working as a Team, 60, 176, 306, 502, 648, 744; Launch Activity: Conduct a Small-Group Discussion, 8, 256, 362, 548, 700; Four-Corner Debate, 129; Speaking and Listening: Panel Discussion, 109; Debate, 343, 623, 681; Discussion, 237; Conversation, 593; Group Discussion Tip, 86, 94, 106, 192, 212, 220, 234, 318, 330, 331, 340, 341, 512, 521, 522, 656, 664, 678, 755; Performance Task, 110–111; Share Your Independent Learning, 350; Writing to Sources (Discussion), 622</p> <p><b>TE only:</b> Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553; Digital Perspectives, 167, 210, 453, 485</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Conversations and Discussions -High School</p>
<b>SL.9-10.1.b:</b> Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.	<p><b>SE/TE:</b> 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><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Conversations and Discussions -High School</p>
<b>SL.9-10.1.c:</b> Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.	<p><b>SE/TE:</b> 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; Speaking and Listening, 343</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Conversations and Discussions -High School</p>

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<p><b>SL.9-10.1.d:</b> Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p><b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; Speaking and Listening, 343; Job Interview, 639; Analyze the Text, 220, 318, 330; 340, 766</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Conversations and Discussions -High School</p>
<p><b>SL.9-10.2:</b> Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.</p>	<p><b>SE/TE:</b> 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; Writing to Sources, 720</p> <p><b>Digital Resources:</b> myPerspectives ELA National Grade 9&gt;Unit Resources&gt;Video Library <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Evaluating Presentations -High School</p>
<p><b>SL.9-10.3:</b> Understand and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>SE/TE:</b> Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources &amp; Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308–311; Speaking and Listening: Debate, 623; Analyze the Media, 296; Writing to Sources, 622</p> <p><b>TE only:</b> Speaking and Listening, 167</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Speaking and Listening&gt;Evaluating Presentations -High School</p>

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Presentation of Knowledge and Ideas	
<b>SL.9-10.4:</b> Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	<b>SE/TE:</b> Performance Task: Produce a Podcast, 110–111; Present an Argument, 238–239, 530–531; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 782–783; Performance-Based Assessment: Interpretive Reading, 120; Oral Presentation, 248; Multimedia Presentation, 354, 540; Podcast, 692; Dramatic Reading, 792; Speaking and Listening: Classroom Debate, 465, 623; Multimedia Timeline, 721; Oral Presentation, 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; Activities, 150, 162, 297, 321, 423, 484, 693, 720, 734, 781  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Speaking and Listening
<b>SL.9-10.5:</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<b>SE/TE:</b> Performance Task: Produce a Podcast, 110–111; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 782–783; Performance-Based Assessment: Multimedia Presentation, 354, 540; Podcast, 692; Writing to Sources: Multimedia Presentation, 200–201; Research: Digital Presentation, 87; Speaking and Listening: Digital Presentation, 223; Multimedia Timeline, 721; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485; Create a Script, 780; Activities, 86, 222, 239, 531, 720, 781, 792  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Speaking and Listening>Giving a Presentation-High School
<b>L.9-10: Language</b>	
Knowledge of Language	
<b>L.9-10.1:</b> Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	
<b>L.9-10.1.a:</b> Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.	<b>SE/TE:</b> Exposition and Dialogue, 55; How to Read Shakespeare, 372 <b>TE only:</b> Analyze a Dialect, 70; Syntax, 761

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<b>L.9-10.1.b:</b> Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).	<b>SE/TE: SE/TE:</b> 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, 736–741; Performance Task: Produce a Podcast, 110–111; Present an Argument, 238–239, 530–531; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 782–783
<b>L.9-10.1.c:</b> Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices.	<b>SE/TE:</b> Author's Style: Word Choice, 21, 86, 108, 193; Writing: Word Choice, 162, 177, 449, 484, 622, 720, 734, 756; Use of Rhetoric, 222; Poetic Structure, 421; Prewriting, 34
<b>L.9-10.1.d:</b> (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	<b>SE/TE:</b> Editing/ Proofreading, 57, 173, 303, 499, 645, 741; Writing to Sources, 150; Create Cohesion: Integrate Different Types of Information, 301; Supporting Argument: Using Quotations, 497; Finding Sources, 757; Avoiding Plagiarism, R30–R33
<b>Vocabulary Acquisition and Use</b>	
<b>L.9-10.2:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	
<b>L.9-10.2.a:</b> Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.	<b>SE/TE:</b> 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, 160, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340, 664; Proofreading, 664; Proofread, 645 <b>TE only:</b> Dictionary, 144; Unfamiliar Words, 605, 781  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Interactive Vocabulary Lessons
<b>L.9-10.2.b:</b> Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<b>SE/TE:</b> Word Study Skills: Word Changes, 268; Word Families, 482, 718; Word Parts, 224, 591; also see: Word Study Skills: Suffixes, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 318, 330, 463, 512, 620, 656, 732, 754; Base Words, 202, 516, 650, 758; Etymology, 340; Prefixes, 20, 94, 397, 421, 447, 521  <b>Digital Resources:</b> <i>myPerspectives Plus</i> >Academic Vocabulary and Word Study>Interactive Vocabulary Lessons

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<b>L.9-10.3:</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
<b>L.9-10.3.a:</b> Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.	<p><b>SE/TE:</b> Word Study: Connotation and Denotation, 74; Humor, 96; Author’s Style: Word Choice, 108; Figurative Language, 236, 399; Analyze Craft and Structure, 267; Pun, 464; Activities, 237</p> <p><b>TE only:</b> Figurative Language, 16, 231; Analyze Idioms, 63, 108; Analyze Hyperbole, 66, 323, 416; English Language Support, 92; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Analyze Oxymoron, 432</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study  <i>myPerspectives Plus</i>&gt;Reading Skills and Literary Analysis&gt;Figurative Language&gt;Figurative Language &amp; Extended Metaphor</p>
<b>L.9-10.3.b:</b> Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).	<p><b>SE/TE:</b> Author’s Style: Word Choice, 21, 86, 108, 193; Writing: Word Choice, 162, 177, 449, 484, 622, 720, 734, 756; Use of Rhetoric, 222; Poetic Structure, 421; Prewriting, 34</p>
<b>L.9-10.4:</b> Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	<p><b>SE/TE:</b> Unit Goals, 4, 124, 252, 358, 544, 696; 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, 50, 74, 84, 94, 106, 148, 160, 162, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 449, 463, 482, 484, 491, 512, 521, 591, 620, 656, 664, 678, 718, 732, 754, 766; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 294, 308, 524, 527, 624, 631, 770, 772; Diction, 756; Workplace Vocabulary, 634; Making Meaning, 716</p> <p><b>Digital Resources:</b>  <i>myPerspectives Plus</i>&gt;Academic Vocabulary and Word Study</p>
Conventions of Standard English	
<b>L.9-10.5:</b> Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.	
<b>L.9-10.5.a:</b> Use parallel structure.	<p><b>SE/TE:</b> Author’s Style (Parallelism), 222; Conventions: Parallel Structure, 269; Parallelism, 483, 732; Add Variety: Use Adverbial Clauses to Combine Sentences, 739; Language Development, 268, 482</p> <p><b>TE only:</b> Analyze Parallelism, 323</p>

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<b>L.9-10.5.b:</b> presentations through the use of various types of phrases (e.g., noun, verb, adjectival, and prepositional) and clauses (e.g., independent, dependent, and adverbial).	<p><b>SE/TE:</b> Conventions: Sentence Structure, 33; Types of Phrases, 49; Participial and Participial Phrases, 76; Infinitives and Infinitive Phrases, 149; Transitions, 171; Participial Versus Absolute Phrases, 214; Phrases, 523; Active and Passive Voice, 658; Gerunds and Gerund Phrases, 666; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291; Language Development, 32, 48, 148, 290; Activities, 192</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Interactive Grammar Practice Lessons&gt;Phrases&gt; Clauses</p>
<b>L.9-10.6:</b> Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
<b>L.9-10.6.a:</b> Use colons and semicolons appropriately.	<p><b>SE/TE:</b> Conventions: Punctuation, 161; Transitions, 332; Supporting Argument: Using Quotations, 497; Edit for Conventions, 499; Language Development, 160, 320</p> <p><b>Digital Resources:</b> <i>myPerspectives Plus</i>&gt;Interactive Grammar Practice Lessons&gt;Punctuation: Colons and Semicolons</p>
<b>L.9-10.6.b:</b> Spell correctly.	<p><b>SE/TE:</b> Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643; Language Development, 268; Writing Focus, 740</p>

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