

A Correlation of



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To the

Virginia 2017 English Standards of Learning and Curriculum Framework Grade 9 Reading



2018 English Language Arts Textbook Approval Publisher Correlation Chart
 Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 9 Reading

Publisher Information

Directions: Please complete the requested information below.

Text Title: myPerspectives English Language Arts, Grade 9

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Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

SOL 9.3

STANDARD 9.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	ATE: 92, 96, 260, 270, 340, 664, 696, 701
a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	ATE: 160, 212, 234, 290, 318, 340, 447, 521

STANDARD 9.3	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
b) Use context, structure, and connotations to determine meanings of words and phrases.	ATE: 74, 98, 106, 312, 334, 491, 660, 778
c) Discriminate between connotative and denotative meanings and interpret the connotation.	ATE: 74, 148, 253, 290, 643, 718, 732, 756
d) Identify the meaning of common idioms.	ATE: 39, 63, 82, 108, 135, 203, 710, 749
e) Explain the meaning of literary and classical allusions and figurative language in text.	ATE: 14, 236, 289, 296, 381, 399, 437, 679
f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	ATE: 78, 88, 255, 361, 524, 527, 634, 732

SOL 9.4

STANDARD 9.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.	ATE: 73, 75, 146, 147, 317, 590, 591, 617
a) Identify the characteristics that distinguish literary forms.	ATE: 47, 107, 319, 398, 448, 492–493, 592, 657
b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	ATE: 47, 75, 139, 213, 235, 717, 719, 731
c) Interpret how themes are connected across texts.	ATE: 75, 235, 229, 492–493, 405, 475, 509, 767
d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.	ATE: 81, 86, 179, 188, 319, 394, 402, 651
e) Analyze the cultural or social function of a literary text.	ATE: 204, 366–367, 368–369, 429, 495, 552–553, 554–555, 592

STANDARD 9.4	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
f) Explain the relationship between the author’s style and literary effect.	ATE: 21, 75, 86, 108, 236, 399, 492, 719
g) Explain the influence of historical context on the form, style, and point of view of a written work.	ATE: 204, 366–367, 368–369, 429, 495, 552–553, 554–555, 592
h) Compare and contrast authors’ use of literary elements within a variety of genres.	ATE: 72, 75, 87, 109, 486–491, 492–493, 624–631, 632–633
i) Analyze how the author’s specific word choices and syntax impact the author’s purpose.	ATE: 21, 86, 108, 193, 236, 372, 399, 679
j) Make inferences and draw conclusions using references from the text(s) for support.	ATE: 37, 44, 65, 102, 140, 509, 716, 730
k) Compare/contrast details in literary and informational nonfiction texts.	ATE: 34–35, 200–201, 242–243, 292–293, 492–493, 528–529, 632–633, 780–781
l) Use reading strategies to monitor comprehension throughout the reading process.	ATE: 73, 75, 211, 213, 317, 318, 319, 617

SOL 9.5

STANDARD 9.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
9.5 The student will read and analyze a variety of nonfiction texts.	ATE: 29, 31, 93, 95, 219, 221, 520, 521
a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.	ATE: 19, 31, 126, 130, 194–199, 200–201, 242, 300
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	ATE: 30, 82, 117, 158, 166, 288, 296, 638
c) Analyze the author’s qualifications, viewpoint, and impact.	ATE: 19, 31, 159, 192, 218, 219, 221, 292–293
d) Recognize an author’s intended purpose for writing and identify the main idea.	ATE: 19, 31, 82, 85, 159, 187, 221, 773
e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	ATE: 128, 256, 266, 362, 520, 548, 663, 753

STANDARD 9.5	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
f) Identify characteristics of expository, technical, and persuasive texts.	ATE: 85, 95, 126, 221, 289, 360, 522, 779
g) Identify a position/argument to be confirmed, disproved, or modified.	ATE: 31, 199, 221, 222, 267, 288, 289, 513
h) Evaluate clarity and accuracy of information.	ATE: 245, 289, 351, 537, 689, 754, 783, R28–R29
i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	ATE: 18, 45, 105, 190, 211, 329, 446, 590
j) Differentiate between fact and opinion and evaluate their impact.	ATE: 85, 117, 156, 297, 324, 513, 755 CT: myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
k) Analyze ideas within and between selections providing textual evidence.	ATE: 34–35, 200–201, 292–293, 348–349, 492–493, 528–529, 632–633, 780–781
l) Use the reading strategies to monitor comprehension throughout the reading process.	ATE: 17, 19, 83, 85, 158, 159, 219, 663

Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

Additional Criteria: Instructional Planning and Support	Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	ATE: T6–T17, T38–T49, 2–3, 122–123, 130–131, 240–241, 250–251, 252
2. The textbook is organized appropriately within and among units of study.	ATE: T6–T17, 10–11, 114A–114E, 122–123, 124, 240–241, 258–259, 346–347
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	ATE: 12A–12D, 18, 33, 36, 52–57, 178, 200–201, 202A–202D
4. The writing style, syntax, and vocabulary are appropriate.	ATE: 114E, 132C, 253, 260C, 270C, 359, 366C, 374
5. Sufficient instructional strategies are provided to promote depth of understanding.	ATE: T6–T17, T38–T49, 2–3, 122–123, 130–131, 240–241, 250–251, 252