

## A Correlation of



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To the

# Virginia 2017 English Standards of Learning and Curriculum Framework Grade 9 Writing



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

**Publisher Information**

Directions: Please complete the requested information below.

**Text Title:** myPerspectives English Language Arts, Grade 9

**Publisher:** Pearson Education, Inc.

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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 9.6***

<b>STANDARD 9.6</b>	<b>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>
9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.	<b>ATE:</b> 150, 168–173, 215, 298–303, 494–499, 528–529, 632–633, 640–645
a) Engage in writing as a recursive process.	<b>ATE:</b> 52–57, 168–173, 298–303, 494–499, 528–529, 632–633, 640–645, 736–741

<b>STANDARD 9.6</b>	<b>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>
b) Plan, organize, and write for a variety of audiences and purposes.	<b>ATE:</b> 34, 53, 169, 299, 492, 495, 641, 737
c) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.	<b>ATE:</b> 53–54, 55, 169–170, 171, 299–300, 301, 494–495, 644
d) Blend multiple forms of writing including embedding a narrative to produce effective essays.	<b>ATE:</b> 50, 118, 297, 492–493, 622, 659, 720, 736–741
e) Communicate clearly the purpose of the writing using a thesis statement.	<b>ATE:</b> 35, 239, 293, 300, 493, 495, 641, 682
f) Compose a thesis for persuasive writing that advocates a position.	<b>ATE:</b> 150, 168–173, 215, 246–247, 484, 494–499, 538, 659
g) Clearly state and defend a position using reasons and evidence from credible sources as support.	<b>ATE:</b> 150, 169, 215, 245, 484, 495, 538, 659

<b>STANDARD 9.6</b>	<b>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>
h) Identify counterclaims and provide counter - arguments.	<b>ATE:</b> 168, 169, 170, 215, 245, 495, 496, 498
i) Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.	<b>ATE:</b> 150, 169–170, 215, 246–247, 484, 495–496, 538, 632–633
j) Use textual evidence to compare and contrast multiple texts.	<b>ATE:</b> 34–35, 150, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781
k) Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.	<b>ATE:</b> 171, 172, 302, 332, 445, 484, 514, 515
l) Revise writing for clarity of content, accuracy, and depth of information.	<b>ATE:</b> 56, 172, 293, 302, 493, 498, 633, 644, 742

**SOL 9.7**

<b>STANDARD 9.7</b>	<b>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>
9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	<b>ATE:</b> 57, 173, 303, 493, 499, 633, 645, 741
a) Use parallel structure across sentences and paragraphs.	<b>ATE:</b> 222, 269, 289, 314, 323, 483, 739, 763
b) Use appositives, main clauses, and subordinate clauses.	<b>ATE:</b> 33, 161, 291, 523, 523, 739, 740, R58
c) Use commas and semicolons to distinguish and divide main and subordinate clauses.	<b>ATE:</b> 33, 161, 171, 320, 372, 497, 739, R64
d) Distinguish between active and passive voice.	<b>ATE:</b> 650D, 658 <b>CT:</b> myPerspectives Plus: Resources: Grammar Resources: Active and Passive Voice
e) Use a variety of sentence structures to infuse sentence variety in writing.	<b>ATE:</b> 33, 55, 171, 301, 497, 701, 739, R59–R60

## ***SOL 9.8***

<b>STANDARD 9.8</b>	<b>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>
9.8 The student will find, evaluate, and select credible resources to create a research product.	<b>ATE:</b> 87, 117, 245, 333, 299, 537, 641, 689
a) Verify the validity and accuracy of all information.	<b>ATE:</b> 117, 245, 299, 311, 351, 537, 689, R25
b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	<b>ATE:</b> 299, 311, 333, 351, 537, 689, 757, R25
c) Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	<b>ATE:</b> 168, 169, 170, 215, 245, 495, 496, 498
d) Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<b>ATE:</b> 169, 299, 333, 757, R27, R30, R32–R33 <b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker
e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.	<b>ATE:</b> 169, 299, 333, 757, R27, R30, R32–R33 <b>CT:</b> myPerspectives Plus: Resources: Plagiarism Checker
f) Demonstrate ethical use of the Internet.	<b>ATE:</b> 87, 167, 272, 299, 333, 562, R25, R26

## 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.

<b>Additional Criteria: Instructional Planning and Support</b>	<b>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>
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<b>ATE:</b> 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.	<b>ATE:</b> 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.	<b>ATE:</b> 12A–12D, 18, 33, 36, 52–57, 178, 200–201, 202A–202D
4. The writing style, syntax, and vocabulary are appropriate.	<b>ATE:</b> 114E, 132C, 253, 260C, 270C, 359, 366C, 374
5. Sufficient instructional strategies are provided to promote depth of understanding.	<b>ATE:</b> T6–T17, T38–T49, 2–3, 122–123, 130–131, 240–241, 250–251, 252