

## A Correlation of



**Grade 9, © 2017**

To the

**Pennsylvania Core Standards  
English Language Arts  
Grade 9**



**A Correlation of myPerspectives ©2017, Grade 9 to the  
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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Pennsylvania Core Standards English Language Arts**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection 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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Pennsylvania Core Standards English Language Arts Grade 9	myPerspectives, ©2017 Grade 9
<b>Grades 9–10</b>	
<b>1.2 Reading Informational Text</b> Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	
Key Ideas and Details - Main Idea	
<b>CC.1.2.9–10.A</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  L.N.1.3.1 L.N.1.3.2 L.N.2.3.3	<b>SE/TE:</b> Analyze Craft and Structure: Central Idea, 85; Development of Ideas, 159; Analyze, 30; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548 <b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635
Key Ideas and Details - Text Analysis	
<b>CC.1.2.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.  L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	<b>SE/TE:</b> Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638
<b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3	<b>SE/TE:</b> First Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Analyze Craft and Structure: Central Idea, 85; Development of Ideas, 159; Cause-and-Effect Relationships, 331; Interviews, 665

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Craft and Structure - Point of View	
<p><b>CC.1.2.9–10.D</b> Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p>L.N.2.3.6</p>	<p><b>SE/TE:</b> Author’s Style: Use of Rhetoric, 222; Analyze Craft and Structure, 267, 289; Conventions: Parallel Structure, 269; Author’s Claims and Ideas, 221; Point of View, 308</p> <p><b>TE only:</b> Close Read, 281, 284, 709</p>
Craft and Structure - Text Structure	
<p><b>CC.1.2.9–10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p>L.N.1.1.3 L.N.2.4.1 L.N.2.4.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Central Idea, 85; Development of Ideas, 159; Author’s Claims, 221</p>
Craft and Structure - Vocabulary	
<p><b>CC.1.2.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.N.1.1.4</p>	<p><b>SE/TE:</b> Craft and Structure: Charged Language, 267; Rhetorical Questions, 289; Author’s Style: rhetoric, 222; Word Choice, 21, 193; Diction, 756; also see: Word Network, 7, 127, 255, 547; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p>
Integration of Knowledge and Ideas - Diverse Media	
<p><b>CC.1.2.9–10.G</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>L.N.2.2.3</p>	<p><b>SE/TE:</b> 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; <i>from</i> American Experience “War of the Worlds”, 774–777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785</p> <p><b>TE only:</b> Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> RadioLab: “War of the Worlds”, 770A; <i>from</i> American Experience “War of the Worlds”, 774A; The Myth of the War of the Worlds Panic, 778A</p>

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<b>Integration of Knowledge and Ideas - Evaluating Arguments</b>	
<p><b>CC.1.2.9–10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>L.N.2.5.4 L.N.2.5.5 L.N.2.5.6</p>	<p><b>SE/TE:</b> Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Argument, 267, 289; Argumentative Text, 513; Author’s Style: Use of Rhetoric, 222 <b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p>
<b>Integration of Knowledge and Ideas - Analysis Across Texts</b>	
<p><b>CC.1.2.9–10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p><b>SE/TE:</b> “I Have a Dream” 260–269; “Letter From Birmingham Jail” 270–293 <b>TE only:</b> Planning &amp; Personalize for Learning, 260A–260D, 270A–270D</p>
<b>Vocabulary Acquisition and Use</b>	
<p><b>CC.1.2.9–10.J</b> Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.N.1.2.4 L.N.1.2.1 L.N.1.2.2 L.N.1.2.3</p>	<p><b>SE/TE:</b> Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words?, 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p>
<p><b>CC.1.2.9–10.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.N.1.2.1 L.N.1.2.2 L.N.1.2.3 L.N.1.2.4</p>	<p><b>SE/TE:</b> Context Clues, 98, 312, 660, 778; 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, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p>

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Range of Reading	
<p><b>CC.1.2.9–10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 783; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary nonfiction and informational text selections include the following:</u> A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; The Moral Logic of Survivor Guilt, 152; The Voyage of the James Caird, 178; The Value of a Sherpa Life, 216; I Have a Dream, 260; Letter From a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</p>
<p><b>1.3 Reading Literature</b> Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	
Key Ideas and Details - Theme	
<p><b>CC.1.3.9–10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>L.F.1.1.2 L.F.1.3.1 L.F.1.3.2 L.F.2.3.4</p>	<p><b>SE/TE:</b> Summary, 8; Characters Develop Theme, 75; Analyze Theme, 229; Development of Theme, 235; Practice, 341; Identify Theme, 405; Reflect on Your Writing, 484; Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767 <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; analyzing Themes, 495</p>

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<b>Key Ideas and Details - Text Analysis</b>	
<p><b>CC.1.3.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>L.F.1.1.1 L.F.1.3.1 L.F.2.1.2</p>	<p><b>SE/TE:</b> Cite Textual Evidence, 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</p>
<b>Key Ideas and Details - Literary Elements</b>	
<p><b>CC.1.3.9–10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>L.F.1.1.3 L.F.2.3.1 L.F.2.3.4</p>	<p><b>SE/TE:</b> Author’s Style: Exposition and Dialogue, 55; Character Development, 719; Complex Characters, 75; Characterization, 213 <b>TE only:</b> Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603</p>
<b>Craft and Structure - Point of View</b>	
<p><b>CC.1.3.9–10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>L.F.2.3.6</p>	<p><b>SE/TE:</b> Analyze First Person Point of View, 65; Point of View, 680; Narrative Point of View, 717; Analyze Point of View, 336, 341; Comprehension Check, 190; Analyze Craft and Structure, 213; Reflect on Your Writing, 734; Establish Point of View, 737 <b>TE only:</b> Personalize for Learning, 593</p>
<b>Craft and Structure - Text Structure</b>	
<p><b>CC.1.3.9–10.E</b> Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>L.F.1.1.3 L.F.2.3.2 L.F.2.3.3 L.F.2.5.3</p>	<p><b>SE/TE:</b> Analyze Craft and Structure: Narrative Structure: Conflict, 47; Characters Advance Plot, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717; Author’s Style: Exposition and Dialogue, 55</p>



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Craft and Structure - Vocabulary	
<p><b>CC.1.3.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p>L.F.2.3.5 L.F.2.5.1</p>	<p><b>SE/TE:</b> Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Craft and Structure: Epic Simile, 619; Metaphor, 679; Dramatic Irony, 717; Personification, 731; also see: Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766</p>
Integration of Knowledge and Ideas - Sources of Information	
<p><b>CC.1.3.9–10.G</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>L.F.2.2.1 L.F.2.2.3 L.F.2.2.4</p>	<p><b>SE/TE:</b> Speaking and Listening: Listen to a Scene from Romeo and Juliet, 485; Comparing Texts: “The Odyssey: A Graphic Novel”, 624–633 <b>TE only:</b> Planning: from “The Odyssey: A Graphic Novel”, 624A</p>
Integration of Knowledge and Ideas	
<p><b>CC.1.3.9–10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>L.F.2.2.2 L.F.2.4.1</p>	<p><b>SE/TE:</b> Background for the Play: Romeo and Juliet: 375; Comparing Texts: “Pyramus and Thisbe”, 486–493; “Ithaka,” 672–673, 678; Comparing Texts: “The Odyssey: A Graphic Novel”, 624–633; also see: Comparing Text to Media: “Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet”, 516–522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; <i>from</i> Radiolab “War of the Worlds”, 770–773; <i>from</i> American Experience “War of the Worlds”, 774–777; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785 <b>TE only:</b> Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; from “The Odyssey: A Graphic Novel”, 624A; <i>from</i> Radiolab: “War of the Worlds”, 770A; <i>from</i> American Experience “War of the Worlds”, 774A; The Myth of the War of the Worlds Panic, 778A</p>

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Vocabulary Acquisition and Use	
<p><b>CC.1.3.9–10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>SE/TE:</b> Context Clues, 62; Multiple-Meaning Words, 106, 491; also see: Word Network, 361, 701; Concept Vocabulary, 36, 88, 322, 334, 504; 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><b>CC.1.3.9–10.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.F.1.2.1 L.F.1.2.2 L.F.1.2.3 L.F.1.2.4</p>	<p><b>SE/TE:</b> Word Network, 361, 701; Concept Vocabulary, 36, 88, 322, 334, 504; 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>
Range of Reading	
<p><b>CC.1.3.9–10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766, 791; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary fiction selections include the following:</u> The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It On the Mountain)</p>

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<p><b>1.4 Writing</b> Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	
<p>Informative/ Explanatory</p>	
<p><b>CC.1.4.9–10.A</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p>	<p><b>SE/TE:</b> Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Text, 640–645; Writing to Sources: Writing Plan, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311, 659; Team Report, 333; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 351–352; Explanatory Essay, 689–690; Explanatory Text/Podcast, 690–691</p>
<p>Informative/Explanatory - Focus</p>	
<p><b>CC.1.4.9–10.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>C.E.1.1.1</p>	<p><b>SE/TE:</b> Prewriting/Planning, 299, 641; Performance-Based Assessment: Notes and Develop Topic, 351, 689; also see: Writing to Sources: Writing Plan, 97; Newspaper Report, 297; Essay, 311, 659</p>
<p>Informative/Explanatory - Content</p>	
<p><b>CC.1.4.9–10.C</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>C.E.1.1.2</p>	<p><b>SE/TE:</b> Performance Task: Support, 300, Gather Evidence, 300, 641; Depth of Support, 642; Performance-Based Assessment: Review Evidence, 351, 689, 690; also see: Writing to Sources: Writing Plan, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311, 659; Team Report, 333; Biography, 622</p>
<p>Informative/Explanatory - Organization</p>	
<p><b>CC.1.4.9–10.D</b> Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p> <p>C.E.1.1.3 C.E.1.1.5</p>	<p><b>SE/TE:</b> Writing to Sources: Writing Plan, 97; Compare-and-contrast (block &amp; point-by-point organization), 293; Performance Task: Drafting (organization) 300, 642; Language Development: Transitions, 332, 514; Analytical essay (organization), 493</p>

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Informative/Explanatory - Style	
<p><b>CC.1.4.9–10.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li><input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.E.1.1.4 C.E.2.1.1 C.E.2.1.2 C.E.2.1.3 C.E.2.1.4 C.E.2.1.6 C.E.2.1.7</p>	<p><b>SE/TE:</b> Performance Task: Using Precise Language, 300; Tone, 644; also see: Writing to Sources: Writing Plan, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311, 659; Team Report, 333; Biography, 622; Job Application, 639</p>
Informative/Explanatory - Conventions of Language	
<p><b>CC.1.4.9–10.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.E.1.1.5 C.E.3.1.1 C.E.3.1.2 C.E.3.1.3 C.E.3.1.4 C.E.3.1.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 303, 645; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739</p>
Opinion/Argumentative	
<p><b>CC.1.4.9–10.G</b> Write arguments to support claims in an analysis of substantive topics.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Performance Based Assessment: 245–246, 537–538; Writing to Sources: Argument, 215, 246, 538; Critical Review, 150; Persuasive Letter, 484; Develop Your Argument, 785; Review Graphic Novel, 633; Writing to Compare: Opinion Article, 529</p>

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Opinion/Argumentative - Focus	
<p><b>CC.1.4.9–10.H</b> Write with a sharp, distinct focus identifying topic, task, and audience. <input type="checkbox"/> Introduce the precise claim. C.P.1.1.1</p>	<p><b>SE/TE:</b> Write a Claim, 169; Writing to Sources, 150; Argument, 215; Performance Based Assessment: 245–246, 537–538; Writing to Sources: Argument 515</p>
Opinion/Argumentative - Content	
<p><b>CC.1.4.9–10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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>C.P.1.1.2 C.P.1.1.3</p>	<p><b>SE/TE:</b> Writing to Sources, 150; Elements of an Argument, 168; Write a Claim, 169; Argument, 215; Performance Based Assessment: 245–246, 537–538; Writing to Sources, 150; Elements of Literary Criticism, 494; Prewriting, 495; Writing to Sources: Argument 515</p>
Opinion/Argumentative - Organization	
<p><b>CC.1.4.9–10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.P.1.1.2 C.P.1.1.3 C.P.2.1.5 C.P.2.1.6</p>	<p><b>SE/TE:</b> Elements of an Argument, 168; Organize Your Argument, 170; Create Cohesion: Transitions, 171; Revising for Purpose and Organization, 172; Elements of Literary Criticism, 494; Prewriting, 495; Choose an Effective Organization, 496; Performance Based Assessment: 246, 538; Writing to Sources: Argument 515</p>

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Opinion/Argumentative - Style	
<p><b>CC.1.4.9–10.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li><input type="checkbox"/> Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p>C.P.1.1.4 C.P.2.1.1 C.P.2.1.2 C.P.2.1.3 C.P.2.1.4 C.P.2.1.6 C.P.2.1.7</p>	<p><b>SE/TE:</b> Word Choice, 172; Revising for Evidence and Elaboration, 498; Performance Based Assessment: 246; Writing to Sources, 150, 333</p>
Opinion/Argumentative - Conventions of Language	
<p><b>CC.1.4.9–10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>C.P.1.1.5 C.P.3.1.1 C.P.3.1.2 C.P.3.1.3 C.P.3.1.4 C.P.3.1.5</p>	<p><b>SE/TE:</b> Performance Task: Editing/ Proofreading, 173, 499; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739</p>
Narrative	
<p><b>CC.1.4.9–10.M</b> Write narratives to develop real or imagined experiences or events.</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; Narrative, 794; Sequel, 720; Short Story, 734; Original Literary Work, 769</p>

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<b>Narrative Focus</b>	
<b>CC.1.4.9–10.N</b> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.	<b>SE/TE:</b> Choose a Character, 51; Choose an Event to Explore, 53; Structure the Sequence, 53; Writing to Sources, 720; Prewriting/Planning, 737
<b>Narrative Content</b>	
<b>CC.1.4.9–10.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	<b>SE/TE:</b> Write a Nonfiction Narrative: Prewriting/Planning, 53; Drafting, 54, 738; Exposition and Dialogue, 55; Revising: Dialogue, 56; Write It!, 719; Writing to Sources, 720; Organize Your Narrative, 738; Revising: Use Narrative Techniques, 740
<b>Narrative Organization</b>	
<b>CC.1.4.9–10.P</b> Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>SE/TE:</b> Drafting, 54; Revising: Conclusion, 56; Organize Your Narrative, 738; Revising: Logical Organization, 740; Writing to Sources: Sequel, 720
<b>Narrative Style</b>	
<b>CC.1.4.9–10.Q</b> Write with an awareness of the stylistic aspects of writing. <input type="checkbox"/> Use parallel structure. <input type="checkbox"/> Use various types of phrases and clauses to convey meaning and add variety and interest.	<b>SE/TE:</b> Author’s Style (parallel structure), 222; Add Variety: Use Adverbial Clauses to Combine Sentences, 739; also see: Conventions: Phrases, 161, 162, 720; Clauses, 291, 741
<b>Narrative Conventions of Language</b>	
<b>CC.1.4.9–10.R</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57, 743; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739

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<b>Response to Literature</b>	
<p><b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>SE/TE:</b> Performance-Based Assessment: 118, 246, 352, 538; Argument, 168; Literary Criticism, 494; Review, 633; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 96, 311, 659; Explanatory Text, 690; Informative Essay, 352; Job Application, 639; Sequel, 720; Cite Text Evidence, 330; Writing to Compare, 493, 633, 785; Research, 667, 757</p>
<b>Production and Distribution of Writing - Writing Process</b>	
<p><b>CC.1.4.9–10.T</b> Develop and strengthen writing 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, 739; Drafting, 54, 170, 293, 300, 496, 642, 740; Revising, 56, 172, 293, 302, 498, 644, 742; Editing/ Proofreading, 57, 173, 303, 499, 645, 743; Publishing and Presenting, 57, 173, 303, 499, 645, 743</p>
<b>Technology and Publication</b>	
<p><b>CC.1.4.9–10.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p><b>SE/TE:</b> Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Finding Sources, 757; Focus Research, 299 <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 Text, 640; Research, 333; Digital Perspectives, 683</p>



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<b>Conducting Research</b>	
<p><b>CC.1.4.9–10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating 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, 776, 782; Research, 87, 299, 311, 511, 667, 757; Speaking and Listening, 167; Writing to Compare, 201; Gather Evidence and Media, 682 <b>TE only:</b> 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, 791; Strategic Support, 70; Express and Reflect, 266</p>
<b>Credibility, Reliability, and Validity of Sources</b>	
<p><b>CC.1.4.9–10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p><b>SE/TE:</b> Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 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, 776, 782 <b>TE only:</b> Gather Evidence &amp; Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Selecting Evidence, 785; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p>

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Range of Writing	
<p><b>CC.1.4.9–10.X</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</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 Text, 640–645; Write a Narrative, 736–743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 791; Writing to Compare, 35, 201, 293, 493, 529, 633, 785; 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, 777, 794</p>
<p><b>1.5 Speaking and Listening</b> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	
Comprehension and Collaboration - Collaborative Discussion	
<p><b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p><b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Share Your Independent Learning: 116, 244, 350, 536, 688, 792; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681, 769; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; 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, 766, 767, 783 <b>TE only:</b> Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553, 641, 737, 791; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448</p>
Comprehension and Collaboration - Critical Listening	
<p><b>CC.1.5.9–10.B</b> Evaluate a speaker’s perspective, 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</p>

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<b>Comprehension and Collaboration Evaluating Information</b>	
<p><b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the 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 an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Digital Presentation, 87, 223; Small Group Performance Task: 239, 531; Performance-Based Assessment: 796; Annotated Illustration, 321; Multimedia Timeline, 721; Podcast, 110–111, 692, 786–787; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485; Script, 785</p>
<b>Presentation of Knowledge and Ideas - Purpose, Audience, and Task</b>	
<p><b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p>	<p><b>SE/TE:</b> Small Group Performance Task: 110–111, 238, 344, 530, 682, 786; Performance-Based Assessment: 120, 354, 540, 692, 693; Speaking and Listening: Newscast, 297; Classroom Debate, 363, 465, 623; Multimedia Timeline, 721; Oral Presentation, 167, 248, 769; Script, 785; Monologue, 51; Reader’s Theater, 237</p>
<b>Presentation of Knowledge and Ideas - Context</b>	
<p><b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p><b>SE/TE:</b> Small Group Performance Task: 110, 345, 683, 787; Speaking and Listening: Oral Presentation, 237; Performance Task: Present an Argument, 238–239; Multimedia Presentation, 321, 354–355; Dramatic Interpretation, 423; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797</p>
<b>Integration of Knowledge and Ideas - Multimedia</b>	
<p><b>CC.1.5.9–10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p>	<p><b>SE/TE:</b> Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Digital Presentation, 87, 223; Multimedia Timeline, 721; Podcast, 110–111, 692, 786–787; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485</p>

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Conventions of Standard English	
<b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	<b>SE/TE:</b> Speaking and Listening, 51, 77, 109, 151, 163, 167, 223, 237, 297, 321, 333, 343, 423, 465, 485, 593, 623, 639, 681, 721, 735, 769; Performance-Based Assessment: Interpretive Reading, 120; Oral Presentation, 248; Multimedia Presentation, 355, 540; Podcast, 690; Dramatic Reading, 796