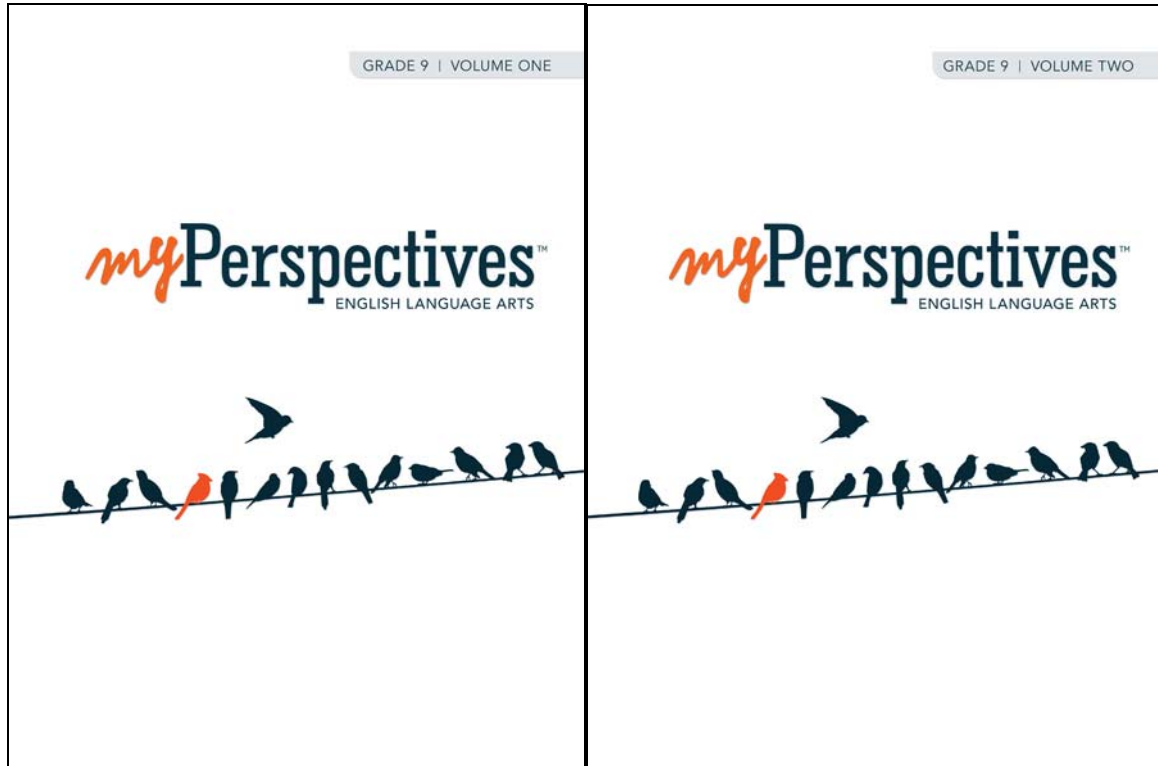


A Correlation of



Grade 9, ©2017

To the

**The College Board
Redesigned SAT®
Grade 9**

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Introduction

This document demonstrates how **myPerspectives™ English Language Arts** meets the Reading, Writing and Language and Essay Domains of The College Board Redesigned SAT®. Correlation references are to the Student Edition and Teacher’s Edition and are cited by unit and page number.

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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SAT READING DOMAIN	
Text Complexity	
<p>The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.</p>	<p>At the 9th grade level, <i>myPerspectives</i> contains selections that are at the level of text complexity required for a specified range of text complexities from grades 9–10 to postsecondary entry.</p> <p>The selections chosen, from both classic and contemporary literature, are qualitatively rich, with the vocabulary, syntactical and structural devices, levels of meaning or purpose, required to lead students to success.</p> <p><i>Text Complexity Rubrics</i> in the Teacher’s Edition identify Quantitative and Qualitative information about each selection in the program. In addition, the Text Complexity Rubrics provide Reader and Task suggestions that enable teachers to tailor instruction for struggling, on-level, above level, and advanced students.</p> <p>Complexity Rubrics in the Teacher’s Guide and Anchor Texts):</p> <p>TE only: Personalize for Learning: U1: 12C; U2: 152C; Personalize for Learning: U3: 260C; Teaching: U4: 487–489; U5: 560–589; U6: 723–728</p>
Information and Ideas	
<p>These questions focus on the informational content of text.</p>	<p>SE/TE: Cite Textual Evidence (examples), U1: 18, 19, 30, 46, 47, 106; U2: 146, 147, 234; U3: 266, 267, 318, 330, 340, 341; U4: 421, 422, 447, 463, 464, 480, 481; U5: 592, 618, 619, 631, 656, 678; U6: 716, 717, 730, 731, 754, 766</p> <p>In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</p>

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Reading closely	
These questions focus on the explicit and implicit meaning of text and on extrapolating beyond the information and ideas in a text.	SE/TE: Analyzing the Text/Media (examples), U1: 18, 46, 74, 94, 106; U2: 191, 212, 234; U3: 288, 318, 330; U4: 397, 421, 491, 512; U5: 591, 618, 664; U6: 716, 730, 754
Determining explicit meanings	
The student will identify information and ideas explicitly stated in text.	SE/TE: Analyze Craft and Structure: Central Idea, U1: 85; Development of Ideas, U2: 159; Analyze, U1: 30; Write It, U2: 222; Key Idea, U6: 773, 777; Write a Summary, U2: 128; U3: 256; U5: 548 TE only: Facilitating Small Group Close Read, U1: 90; Launch Text, U3: 254; Personalize for Learning, U1: 33; U5: 686; Strategic Support, U5: 635
Determining implicit meanings	
The student will draw reasonable inferences and logical conclusions from text.	SE/TE: Infer, U3: 296; U5: 638; U7: 716; Infer Theme, U4: 509; Draw Conclusions, U6: 730; Make Inferences, U2: 158; Conclude, U3: 288; U4: 373, 382; U5: 618 TE only: Conclude (examples), U3: 295, 309, 315; U4: 377, 379, 381, 384, 401, 402, 425, 506, 509; U5: 561, 564, 627, 636
Using analogical reasoning	
The student will extrapolate in a reasonable way from the information and ideas in a text or apply information and ideas in a text to a new, analogous situation.	SE/TE: Research to Clarify & Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420, 490; U5: 663, 677; U6: 715, 765, 776, 782; Essential Question, 18, 46, 74, 94, 106; U2: 191, 212, 234; U3: 288, 318, 330; U4: 397, 421, 491, 512; U5: 591, 618, 664; U6: 716, 730, 754
Citing textual evidence	
The student will cite the textual evidence that best supports a given claim or point.	SE/TE: Analyzing the Text/Media (examples), U1: 18, 46, 74, 94, 106; U2: 191, 212, 234; U3: 288, 318, 330; U4: 397, 421, 491, 512; U5: 591, 618, 664; U6: 716, 730, 754

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Determining central ideas and themes	
The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.	SE/TE: Analyze Theme, U2: 229; Development of Theme, U2: 235; Practice, U3: 341; Identify Theme, U4: 405; Prepare to Compare: Archetypal Theme, U4: 492; Infer Theme, U4: 509; Theme and Poetic Structure, U6: 767; Analyze Craft and Structure: Central Idea, U1: U1: 85; Development of Ideas, U2: 159; Analyze, U1: 30
Summarizing	
The student will identify a reasonable summary of a text or of key information and ideas in text.	SE/TE: Unit Introductions: Summaries, U1: 8; U2: 128; U3: 256; U4: 362; U5: 548; U6: 700; Summarize, U3: 266; U4: 463; U6: 716, 730; Write a Summary, 128, 256, 548
Understanding relationships	
The student will identify explicitly stated relationships or determine implicit relationships between and among individuals, events, or ideas (e.g., cause-effect, comparison-contrast, sequence).	SE/TE: Analyze Craft and Structure: Purpose and Persuasion, U1: 31; Central Idea, 85; Literary Nonfiction, U1: 95; Development of Ideas, U2: 159; Series of Events, U2: 192; Author’s Claims, U2: 221; Argument, U3: 289; Structure, U3: 341; Organization, U4: 514; Development of Ideas, U5: 665; Read It & Write It, U2: 222
Interpreting words and phrases in context	
The student will determine the meaning of words and phrases in context.	SE/TE: Context Clues, U1: 98; U3: 312, 334; U5: 660; U6: 778; also see: Word Network, U1: 7; U2: 127; U3: 255; U5: 547; Concept Vocabulary, U1: 12, 22, 78; U2: 152, 178, 216; U3: 260, 270; U4: 516; U5: 660; U6: 746, 778; Why These Words? 1: 20, 32, 84, 94; U2: 160, 191, 220; U3: 268, 290, 521; U4: 664; U6: 754, 783
Rhetoric	
These questions focus on the rhetorical analysis of text.	SE/TE: Purpose and Rhetoric, U1: 19; Use of Rhetoric, U2: 222; Argument, U3: 267, 289; Revising, U2: 172; U4: 498;

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Analyzing word choice	
The student will determine how the selection of specific words and phrases or the use of patterns of words and phrases shapes meaning and tone in text.	SE/TE: Figurative Language, U1: 96; U2: 236; U4: 399; U5: 679; Word Study: Connotation and Denotation, U1: 74; Concept Vocabulary, U2: 148, 160; U3: 290; Author’s Style: Diction, U6: 756; Idioms, U1: 108; Concept Vocabulary, U1: 12, 22, 78; U2: 152, 178, 216; U3: 260, 270; U4: 516; U5: 660; U6: 746, 778;
Analyzing text structure	
These questions focus on the overall structure of a text and on the relationship between a particular part of a text and the whole text.	SE/TE: Analyze Craft and Structure (examples), U1: 19, 47; U2: 159, 192; U3: 267, 289, 319, 331, 341; U4: 422, 448; U5: 592, 619, 657, 665; U6: 717, 731, 755, 767
Analyzing overall text structure	
The student will describe the overall structure of a text.	SE/TE: Analyze Craft and Structure: Narrative Structure: Conflict, U1: 47; Author’s Style: Exposition and Dialogue, U1: 55; Characters Advance Plot, U1: 75; Poetic Structures, U1: 107; U3: 319; U4: 422; Order of Events, U2: 147; Series of Events, U2: 192; Narrative Elements, U6: 717
Analyzing part-whole relationships	
The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.	Analyze Craft and Structure: Narrative Structure: Conflict, U1: 47; Author’s Style: Exposition and Dialogue, U1: 55; Characters Advance Plot, U1: 75; Poetic Structures, U1: 107; U3: 319; U4: 422; Order of Events, U2: 147; Series of Events, U2: 192; Narrative Elements, U6: 717
Analyzing point of view	
The student will determine the point of view or perspective from which a text is related or the influence this point of view or perspective has on content and style.	SE/TE: <i>Life of Pi</i> (complex characters), U2: 213; <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i> , U4: 516–521; <i>The Odyssey</i> (Oral Tradition), U5: 592, 618; <i>The Return</i> , 651–656; <i>Ithaka</i> ; <i>The Narrow Road of the Interior</i> (Point of View), U5: 680; <i>A Song on the End of the World</i> , U6: 766–768

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Analyzing purpose	
The student will determine the main or most likely purpose of a text or of a particular part of a text (typically, one or more paragraphs).	SE/TE: Craft and Structure: Purpose and Persuasion, U1: 31; Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Author’s Style: Use of Rhetoric, U2: 222
Analyzing arguments	
These questions focus on analyzing arguments for their content and structure.	SE/TE: Craft and Structure: Purpose and Persuasion, U1: 31; Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Author’s Style: Use of Rhetoric, U2: 222
Analyzing claims and counterclaims	
The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.	SE/TE: Craft and Structure: Purpose and Persuasion, U1: 31; Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Author’s Style: Use of Rhetoric, U2: 222; Performance Task: Write an Argument, U2: 168–173; Write an Argument, U4: 494–499
Assessing reasoning	
The student will assess an author’s reasoning for soundness.	SE/TE: Craft and Structure: Purpose and Persuasion, U1: 31; Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Author’s Style: Use of Rhetoric, U2: 222
Analyzing evidence	
The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.	SE/TE: Craft and Structure: Purpose and Persuasion, U1: 31; Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Author’s Style: Use of Rhetoric, U2: 222; Performance Task: Write an Argument, U2: 168–173; Write an Argument, U4: 494–499

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Synthesis	
These questions focus on synthesizing multiple sources of information.	SE/TE: Analyze the Media: U2: 199; U3: 310; U7: 722, 776; Gather Evidence, U1: 53, 110; U2: 169; U6: 786; Research: Report, U3: 311; U6: 757; Research to Clarify & Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420, 490; U5: 663, 677; U6: 715, 765, 776, 782
Analyzing multiple texts	
The student will synthesize information and ideas from paired texts. (Note: All of the skills listed above may be tested with either single or paired passages.)	SE/TE: Whole Class Learning: Compare Texts: <i>A Quilt of a Country</i> , U1: 12–22 & “The Immigrant Contribution” from a <i>Nation of Immigrants</i> , U1: 23–36; “I Have a Dream”, U3: 261–270; “Letter from Birmingham Jail”, U3: 271; Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785
Analyzing quantitative information	
The student will analyze information presented quantitatively in such forms as graphs, tables, and charts and/or relate that information to information presented in text.	SE/TE: Application, U5: 634–638; Map, U5: 553; Poster, U3: 337; Digital Presentation, U2: 223; Create a Multimedia Timeline, U6: 721

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SAT WRITING AND LANGUAGE DOMAIN	
Text Complexity	
The passages on the SAT Writing and Language Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.	At the 9 th grade level, in <i>myPerspectives</i> , several opportunities for evidence-based writing are present in the form of independent and shared learning strategies, cross curricular activities, writing from and to various sources, and writing that addresses a particular purpose presented in the text. Performance tasks are integrated for careful analyses of text through writing based activities that are strategically incorporated to compliment the text. Performance Task: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499; Write an Explanatory Text, U5: 640–645; Essay, U3: 311; U5: 659; Performance-Based Assessment: Informative Essay, U3: 351–352; Explanatory Essay, U5: 689–690; Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785
Expression of Ideas	
These questions focus on revision of text for topic development, accuracy (consistency between text and graphic[s]), logic, cohesion, and rhetorically effective use of language.	SE/TE: Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785; Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499; Write an Explanatory Text, U5: 640–645; Essay, U3: 311; U5: 659
Development	
These questions focus on revising text in relation to rhetorical purpose. (Prior knowledge of the topic is not assessed, though consistency of the material within a passage may be.)	SE/TE: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499

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Proposition	
The student will add, revise, or retain central ideas, main claims, counterclaims, topic sentences, and the like to structure text and convey arguments, information, and ideas clearly and effectively.	SE/TE: Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785; Elements of an Argument, 168; Writing a Claim, U2: 169; Elements of Literary Criticism, U4: 494; Review Evidence for an Argument, U2: 245; U5: 537; Elements of an Informative Text, U3: 298; Elements of an Explanatory Text, U5: 640
Support	
The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.	SE/TE: Elements of an Informative Text, U3: 298; Prewriting/ Planning, U3: 299; U5: 641; Drafting, U3: 300; U5: 642; Elements of an Explanatory Text, U5: 640; Writing to Compare, U3: 293; U4: 493; Elements of an Argument, U2: 168; Writing a Claim, U2: 169; Elements of Literary Criticism, U4: 494; Drafting, U4: 496; Supporting Arguments, U4: 497
Focus	
The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.	SE/TE: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499; Write an Explanatory Text, U5: 640–645; Essay, U3: 311; U5: 659
Quantitative information	
The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.	SE/TE: Research: Digital Presentation, U1: 87; Media Examples, U2: 238; Podcast, U4: 485; Multimedia Timeline, U6: 721; Deliver an Explanatory Multimedia Presentation, U5: 682–683; Multimedia Presentation, U2: 201; U3: 344–345, 354; U4: 540

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Organization	
These questions focus on revision of text to improve the logic and cohesion of text at the sentence, paragraph, and whole-text levels.	SE/TE: Elements of an Argument, U2: 168; Writing a Claim, U2: 169; Elements of Literary Criticism, U4: 494; Drafting, U4: 496; Supporting Arguments, U4: 497; Writing to Sources: Critical Review, U2: 150; Elements of an Informative Text, U3: 298; Prewriting/ Planning, U3: 299; U5: 641; Drafting, U3: 300; U5: 642; Elements of an Explanatory Text, U5: 640; Writing to Compare, U3: 293; U4: 493; Writing to Sources: Essay, U1: 97
Logical sequence	
The student will revise text as needed to ensure that information and ideas are presented in the most logical order.	SE/TE: Performance Task: Prewriting/ Revising, U2: 172; U3: 299, 302; U4: 498; U5: 644; Writing to Sources: Compare-and-Contrast Essay, U3: 293; Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785
Introductions, conclusions, and transitions	
The student will revise text as needed to improve the beginning or ending of a text or paragraph to ensure that transition words, phrases, or sentences are used effectively to connect information and ideas.	SE/TE: Writing to Compare, U3: 293; Elements of an Informative Text, U3: 298; Revising, U3: 302; Elements of an Explanatory Text, U5: 640; Revising, U5: 644; Writing to Sources: Compare-and-Contrast Essay, U3: 293; Transitions, U3: 332; Author's Style, U4: 514
Effective language use	
These questions focus on revision of text to improve the use of language to accomplish particular rhetorical purposes.	SE/TE: Purpose and Rhetoric, U1: 19; Use of Rhetoric, U2: 222; Argument, U3: 267, 289; Revising, U2: 172; U4: 498;
Precision	
The student will revise text as needed to improve the exactness or content appropriateness of word choice.	SE/TE: Elements of an Argument, U2: 168; Create Cohesion: Transitions, U2: 171; Word Choice, U2: 172; Elements of Literary Criticism, U4: 494; Writing to Sources: Argument, U2: 246

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Concision	
The student will revise text as needed to improve the economy of word choice (i.e., to eliminate wordiness and redundancy).	SE/TE: Elements of an Informative Text, U3: 298; Prewriting/ Planning, U3: 299; Using Precise Language, U3: 300; Revising, U3: 302; Elements of an Explanatory Text, U5: 640; Drafting, U5: 642; Elements of an Argument, U2: 168; Create Cohesion: Transitions, U2: 171; Word Choice, U2: 172
Style and tone	
The student will revise text as necessary to ensure consistency of style and tone within a text or to improve the match of style and tone to purpose.	SE/TE: Writing to Sources: Critical Review, U2: 150; Elements of an Argument, U2: 168; Revising, U2: 172; U4: 498; Elements of Literary Criticism, U4: 494; Drafting, U4: 496
Syntax	
The student will use various sentence structures to accomplish needed rhetorical purposes.	SE/TE: Revising, U3: 302; U5: 633; Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60
Standard English Conventions	
These questions focus on editing text to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Conventions, U1: 33, 49, 76; U2: 149, 161, 214; U3: 269, 291; U4: 483, 523; U5: 658, 666; Grammar Handbook, R57–R66
Sentence structure	
These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Grammar Handbook: Sentence Structure, R59–R60
Sentence formation	
These questions focus on editing text to correct problems with forming grammatically complete and standard sentences.	SE/TE: Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60
Sentence boundaries	
The student will recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons).	SE/TE: Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60

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Subordination and coordination	
The student will recognize and correct problems in coordination and subordination in sentences.	SE/TE: Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60
Parallel structure	
The student will recognize and correct problems in parallel structure in sentences.	SE/TE: Parallelism, U4: 483, 484; U6: 734; Parallel Structure, U3: 269; Grammar Handbook: Sentence Structure, R59–R60
Modifier placement	
The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).	SE/TE: Grammar Handbook: Using Modifiers, R61; also see: Gerunds and Gerund Phrases, U5: 666
Inappropriate shifts in construction	
These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.	SE/TE: Grammar Handbook: Verbs, R57; Using Verbs, R61
Verb tense, mood, and voice	
The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.	SE/TE: Grammar Handbook: Verbs, R57; Using Verbs, R61
Pronoun person and number	
The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.	SE/TE: Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 TE only: How Language Works: Pronoun-Antecedent Agreement, U4: 607
Conventions of Usage	
These questions focus on editing text to ensure conformity to the conventions of standard written English usage.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Conventions, U1: 33, 49, 76; U2: 149, 161, 214; U3: 269, 291; U4: 483, 523; U5: 658, 666; Grammar Handbook, R57–R66
Pronouns	
These questions focus on the proper use of pronouns.	SE/TE: Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 TE only: How Language Works: Pronoun-Antecedent Agreement, U4: 607

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Pronoun clarity	
The student will recognize and correct pronouns with unclear or ambiguous antecedents.	SE/TE: Grammar Handbook: Pronouns, R57; Pronoun and Antecedent Agreement, R60 TE only: How Language Works: Pronoun-Antecedent Agreement, U4: 607
Possessive determiners	
The student will recognize and correct cases in which possessive determiners (<i>its, your, their</i>), contractions (<i>it's, you're, they're</i>), and adverbs (<i>there</i>) are confused with each other.	SE/TE: Grammar Handbook: Commonly Confused Words, R62–R63
Agreement	
These questions focus on ensuring grammatical agreement.	SE/TE: Grammar Handbook: Pronoun and Antecedent Agreement, R60; Subject and Verb Agreement, R60 TE only: How Language Works: Pronoun-Antecedent Agreement, U4: 607; English Language Support: Subject-Verb Agreement, U3: 341; U4: 523; U6: 717
Pronoun-antecedent agreement	
The student will recognize and correct lack of agreement between pronoun and antecedent.	SE/TE: Grammar Handbook: Pronouns, R56; Pronoun and Antecedent Agreement, R60 TE only: How Language Works: Pronoun-Antecedent Agreement, U4: 607
Subject-verb agreement	
The student will recognize and correct lack of agreement between subject and verb.	SE/TE: Grammar Handbook: Subject and Verb Agreement, R60 TE only: English Language Support: Subject-Verb Agreement, U3: 341; U4: 523; U6: 717
Noun agreement	
The student will recognize and correct lack of agreement between nouns.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60
Frequently confused words	
The student will recognize and correct instances in which a word or phrase is confused with another (e.g., <i>accept/except, allusion/illusion</i>).	SE/TE: Grammar Handbook: Commonly Confused Words, R62–R63

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Logical comparison	
The student will recognize and correct cases in which unlike terms are compared.	SE/TE: Grammar Handbook: Adjectives & Adverbs, R57; Using Modifiers, R61; also see: Adverbial Clauses, U6: 739
Conventional expression	
The student will recognize and correct cases in which a given expression is inconsistent with standard written English.	SE/TE: Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60; also see Revising for Word Choice, U2: 172; Analyze Diction, U6: 750
Conventions of Punctuation	
These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.	SE/TE: Conventions: Punctuation: U2: 161; U3: 320; Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Grammar Handbook: Punctuation, R64–R65
End-of-sentence punctuation	
The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Grammar Handbook: Classifying Sentences by Function, R59–R60
Within-sentence punctuation	
The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.	SE/TE: Conventions: Punctuation: U2: 161; Grammar Handbook: Punctuation, R64–R65
Possessive nouns and pronouns	
The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.	SE/TE: Grammar Handbook: Pronoun Case, R61
Items in a series	
The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.	SE/TE: Conventions: Punctuation: U2: 161; U3: 320; Grammar Handbook: Commas & Semicolons, R64

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Nonrestrictive and parenthetical elements	
The student will correctly use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical sentence elements as well as recognize and correct cases in which restrictive or essential sentence elements are inappropriately set off with punctuation.	SE/TE: Conventions: Punctuation: U2: 161; U3: 320; Commas, Grammar Handbook: Commas, R64; Dashes & Parentheses, R65
Unnecessary punctuation	
The student will recognize and correct cases in which unnecessary punctuation appears in a sentence.	SE/TE: Conventions: Punctuation: U2: 161; U3: 320; Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Grammar Handbook: Punctuation, R64–R65
SAT ESSAY DOMAIN (PROVISIONAL)	<p>The end of every unit in the program concludes with Performance-Based Assessment Prep activities. These writing, reading, and note-taking assignments are intended to be completed as independently as possible to encourage student synthesis of the reading and writing lessons that have come earlier in the unit. The analytical and writing skills covered in these assignments mirror the SAT standards and objectives. Examples include the following:</p> <p>SE/TE: Performance Task: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499; Write an Explanatory Text, U5: 640–645; Essay, U3: 311; U5: 659; Performance-Based Assessment: Informative Essay, U3: 351–352; Explanatory Essay, U5: 689–690; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17</p>

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Reading	
Comprehension of the source text	SE/TE: Research to Clarify & Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420; U5: 663, 677; U6: 715, 782; Research: Report, U3: 311; U6: 757; Explanatory Multimedia Presentation, U5: 682–683;
Understanding of central ideas, important details, and their interrelationship	SE/TE: Analyze Craft and Structure: Purpose and Persuasion, U1: 31; Central Idea, U1: 85; Development of Ideas, 159, 665; Write It, U2: 222; Key Idea, U6: 773, 777; Write a Summary, U2: 128; U3: 256; U5: 548
Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)	SE/TE: Research: Report, U3: 311; U6: 757; Explanatory Multimedia Presentation, U5: 682–683; Research to Clarify & Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420, 490; U5: 663, 677; U6: 715, 765, 776, 782; Conducting Research, R24–R33
Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text	SE/TE: Gather Evidence, U1: 53, 110; U2: 169; U5: 641, 682; U6: 786; Research: Report, U3: 311; U6: 757; Conducting Research, R24–R33
Analysis	
Analysis of the source text and understanding of the analytical task	SE/TE: Gather Evidence, U1: 53, 110; U2: 169; U5: 641, 682; U6: 786; Research: Report, U3: 311; U6: 757; Multimedia Timeline, U6: 721; Deliver an Explanatory Multimedia Presentation, U5: 682–683; Conducting Research, R24–R33
Evaluation of the author’s use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student	SE/TE: Analyze Craft and Structure: Author’s Claims and Ideas, U2: 221; Argument, U3: 267, 289; Argumentative Text, U4: 513; Performance Task: Write an Argument, U2: 168–173; Write an Argument, U4: 494–499

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Support for claims or points made in the response	SE/TE: Performance Task: Write an Argument, U2: 168–173; Write an Argument, U4: 494–499; Performance Based Assessment, U2: 245–246; U4: 537–538; Writing to Sources: Argument, U2: 215, 246; U4: 538; Critical Review, U2: 150; Persuasive Letter, U4: 484; Criticism, U4: 515; Develop Your Argument, U6: 785; Review Graphic Novel, U5: 633; Writing to Compare: Opinion Article, U4: 529; Research: Report, U3: 311; U6: 757
Focus on features of the text most relevant to addressing the task	SE/TE: Gather Evidence, U1: 53, 110; U2: 169; U5: 641, 682; U6: 786; Research: Report, U3: 311; U6: 757; Research to Clarify & Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420, 490; U5: 663, 677; U6: 715, 765, 776, 782; Conducting Research, R24–R33
Writing	
Use of a central claim	SE/TE: Performance Task: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499; Write an Explanatory Text, U5: 640–645; Essay, U3: 311; U5: 659; Performance-Based Assessment: Informative Essay, U3: 351–352; Explanatory Essay, U5: 689–690; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17
Use of effective organization and progression of ideas	SE/TE: Performance-Based Assessment: Informative Essay, U3: 351–352; Explanatory Essay, U5: 689–690; Resources Tool Kit: Argument, R6–R11; Informative, R12–R17; Performance Task: Write an Argument, U2: 168–173; Write an Informative Essay, U3: 298–303; Write an Argument, U4: 494–499;
Use of varied sentence structures	SE/TE: Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60

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Employment of precise word choice	SE/TE: Elements of an Informative Text, U3: 298; Prewriting/ Planning, U3: 299; Using Precise Language, 3: 300; Revising, 3: 302; Elements of an Explanatory Text, U5: 640; Drafting, U5: 642; Writing to Compare, U3: 293; Writing to Sources: Compare-and-Contrast Essay, U3: 293
Maintenance of a consistent, appropriate style and tone	SE/TE: Revising, U3: 302; Elements of an Explanatory Text, U5: 640; Revising, 5: 644; Writing to Sources: Listener Comment, U2: 167; Newspaper Report, U3: 297; Informative Essay, U3: 352; Writing to Compare, U4: 493
Command of the conventions of standard written English	SE/TE: Performance Task: Editing/ Proofreading, U1: 57; U2: 173; U3: 303; U4: 499; U5: 645; U6: 743; Conventions, U1: 33, 49, 76; U2: 149, 161, 214; U3: 269, 291; U4: 483, 523; U5: 658, 666; Grammar Handbook, R57–R66