A Correlation of

Grade 9, ©2017

To the

The College Board
Redesigned SAT®
Grade 9

Pearson
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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### The College Board Redesigned SAT®

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<tr>
<th>SAT READING DOMAIN</th>
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<tr>
<td><strong>Text Complexity</strong></td>
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<tr>
<td>The passages/pair on the SAT Reading Test represent a specified range of text complexities from grades 9–10 to postsecondary entry.</td>
<td>At the 9th grade level, <em>myPerspectives</em> 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. 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.</td>
</tr>
<tr>
<td><strong>Information and Ideas</strong></td>
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<tr>
<td>These questions focus on the informational content of text.</td>
<td><strong>SE/TE:</strong> 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 In addition, students address this standard in Analyze the Text features, which appear with every informational text selection.</td>
</tr>
</tbody>
</table>


Text Complexity Rubrics in the Teacher’s Guide and Anchor Texts:  

- SE = Student Edition  
- TE = Teacher’s Edition  
- U = Unit
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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.

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| 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.

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| 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.

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| 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.

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### Citing textual evidence

The student will cite the textual evidence that best supports a given claim or point.

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<p>| 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 |</p>
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<tr>
<th>The College Board Redesigned SAT®</th>
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<tr>
<td><strong>Determining central ideas and themes</strong></td>
<td>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</td>
</tr>
<tr>
<td>The student will identify explicitly stated central ideas or themes in text and determine implicit central ideas or themes from text.</td>
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<tr>
<td><strong>Summarizing</strong></td>
<td>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</td>
</tr>
<tr>
<td>The student will identify a reasonable summary of a text or of key information and ideas in text.</td>
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<tr>
<td><strong>Understanding relationships</strong></td>
<td>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 &amp; Write It, U2: 222</td>
</tr>
<tr>
<td>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).</td>
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<td>The student will determine the meaning of words and phrases in context.</td>
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<tr>
<td><strong>Rhetoric</strong></td>
<td>SE/TE: Purpose and Rhetoric, U1: 19; Use of Rhetoric, U2: 222; Argument, U3: 267, 289; Revising, U2: 172; U4: 498;</td>
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<tr>
<td>These questions focus on the rhetorical analysis of text.</td>
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<td><strong>Analyzing word choice</strong></td>
<td><strong>SE/TE:</strong> 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;</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Analyzing text structure</strong></td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Analyzing overall text structure</strong></td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<td>The student will describe the overall structure of a text.</td>
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<td><strong>Analyzing part–whole relationships</strong></td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<td>The student will analyze the relationship between a particular part of a text (e.g., a sentence) and the whole text.</td>
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<tr>
<td><strong>Analyzing point of view</strong></td>
<td><strong>SE/TE:</strong> <em>Life of Pi</em> (complex characters), U2: 213; <em>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</em>, U4: 516–521; <em>The Odyssey</em> (Oral Tradition), U5: 592, 618; <em>The Return</em>, 651–656; <em>Ithaka; The Narrow Road of the Interior</em> (Point of View), U5: 680; <em>A Song on the End of the World</em>, U6: 766–768</td>
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<td>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.</td>
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<td><strong>Analyzing purpose</strong></td>
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<td>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).</td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<th><strong>Analyzing arguments</strong></th>
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<tr>
<td>These questions focus on analyzing arguments for their content and structure.</td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<th><strong>Analyzing claims and counterclaims</strong></th>
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<tr>
<td>The student will identify claims and counterclaims explicitly stated in text or determine implicit claims and counterclaims from text.</td>
<td><strong>SE/TE:</strong> 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</td>
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<th><strong>Assessing reasoning</strong></th>
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<tr>
<td>The student will assess an author’s reasoning for soundness.</td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<th><strong>Analyzing evidence</strong></th>
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<tr>
<td>The student will assess how an author uses or fails to use evidence to support a claim or counterclaim.</td>
<td><strong>SE/TE:</strong> 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</td>
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<td><strong>Synthesis</strong></td>
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<td>These questions focus on synthesizing multiple sources of information.</td>
<td><strong>SE/TE:</strong> 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 &amp; Research to Explore (examples), U1: 17, 29, 45, 105; U2: 145; U3: 339; U4: 420, 490; U5: 663, 677; U6: 715, 765, 776, 782</td>
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<tr>
<td><strong>Analyzing multiple texts</strong></td>
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<tr>
<td>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.)</td>
<td><strong>SE/TE:</strong> Whole Class Learning: Compare Texts: A Quilt of a Country, U1: 12–22 &amp; “The Immigrant Contribution” from a Nation of Immigrants, 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</td>
</tr>
<tr>
<td><strong>Analyzing quantitative information</strong></td>
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<tr>
<td>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.</td>
<td><strong>SE/TE:</strong> Application, U5: 634–638; Map, U5: 553; Poster, U3: 337; Digital Presentation, U2: 223; Create a Multimedia Timeline, U6: 721</td>
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<tr>
<td><strong>SAT WRITING AND LANGUAGE DOMAIN</strong></td>
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<tr>
<td><strong>Text Complexity</strong></td>
<td>At the 9th grade level, in myPerspectives, 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.</td>
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</table>


**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. |


**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.) |

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<tr>
<td><strong>Proposition</strong>&lt;br&gt;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.</td>
<td><strong>SE/TE:</strong> Writing to Compare, U1: 35; U2: 201; U3: 293; U4: 493, 529; U5: 633; U6: 785; Elements of an Argument, U2: 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</td>
</tr>
<tr>
<td><strong>Support</strong>&lt;br&gt;The student will add, revise, or retain information and ideas (e.g., details, facts, statistics) intended to support claims or points in text.</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
<tr>
<td><strong>Focus</strong>&lt;br&gt;The student will add, revise, retain, or delete information and ideas in text for the sake of relevance to topic and purpose.</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
<tr>
<td><strong>Quantitative information</strong>&lt;br&gt;The student will relate information presented quantitatively in such forms as graphs, charts, and tables to information presented in text.</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
<tr>
<td>Organization</td>
<td>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</td>
</tr>
<tr>
<td>Logical sequence</td>
<td>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</td>
</tr>
<tr>
<td>Introductions, conclusions, and transitions</td>
<td>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</td>
</tr>
<tr>
<td>Effective language use</td>
<td>SE/TE: Purpose and Rhetoric, U1: 19; Use of Rhetoric, U2: 222; Argument, U3: 267, 289; Revising, U2: 172; U4: 498;</td>
</tr>
<tr>
<td>Precision</td>
<td>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</td>
</tr>
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</table>
## The College Board Redesigned SAT®

### 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.


### Sentence structure

These questions focus on editing text to correct problems in sentence formation and inappropriate shifts in construction within and between sentences.


### 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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<tbody>
<tr>
<td><strong>Subordination and coordination</strong></td>
<td>The student will recognize and correct problems in coordination and subordination in sentences.</td>
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<tr>
<td><strong>Parallel structure</strong></td>
<td>The student will recognize and correct problems in parallel structure in sentences.</td>
</tr>
<tr>
<td><strong>Modifier placement</strong></td>
<td>The student will recognize and correct problems in modifier placement (e.g., misplaced or dangling modifiers).</td>
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<tr>
<td><strong>Inappropriate shifts in construction</strong></td>
<td>These questions focus on editing text to correct inappropriate shifts in verb tense, voice, and mood and pronoun person and number.</td>
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<tr>
<td><strong>Verb tense, mood, and voice</strong></td>
<td>The student will recognize and correct inappropriate shifts in verb tense, voice, and mood within and between sentences.</td>
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<tr>
<td><strong>Pronoun person and number</strong></td>
<td>The student will recognize and correct inappropriate shifts in pronoun person and number within and between sentences.</td>
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<tr>
<td><strong>Conventions of Usage</strong></td>
<td>These questions focus on editing text to ensure conformity to the conventions of standard written English usage.</td>
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<tr>
<td><strong>Pronouns</strong></td>
<td>These questions focus on the proper use of pronouns.</td>
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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 (its, your, their), contractions (it's, you're, they're), and adverbs (there) 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 |
<p>| <strong>Noun agreement</strong>   | The student will recognize and correct lack of agreement between nouns. | <strong>SE/TE:</strong> Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60 |
| <strong>Frequently confused words</strong> | The student will recognize and correct instances in which a word or phrase is confused with another (e.g., accept/except, allusion/illusion). | <strong>SE/TE:</strong> Grammar Handbook: Commonly Confused Words, R62–R63 |</p>
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<tr>
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<tr>
<td>Logical comparison</td>
<td></td>
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<tr>
<td>The student will recognize and correct cases in which unlike terms are compared.</td>
<td>SE/TE: Grammar Handbook: Adjectives &amp; Adverbs, R57; Using Modifiers, R61; also see: Adverbial Clauses, U6: 739</td>
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<tr>
<td>Conventional expression</td>
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<tr>
<td>The student will recognize and correct cases in which a given expression is inconsistent with standard written English.</td>
<td>SE/TE: Grammar Handbook: Unnecessary Shift in Person, R60; Agreement, R60; also see Revising for Word Choice, U2: 172; Analyze Diction, U6: 750</td>
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<tr>
<td>Conventions of Punctuation</td>
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<tr>
<td>These questions focus on editing text to ensure conformity to the conventions of standard written English punctuation.</td>
<td>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</td>
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<tr>
<td>End-of-sentence punctuation</td>
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<tr>
<td>The student will recognize and correct inappropriate uses of ending punctuation in cases in which the context makes the intent clear.</td>
<td>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</td>
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<tr>
<td>Within-sentence punctuation</td>
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<tr>
<td>The student will correctly use and recognize and correct inappropriate uses of colons, semicolons, and dashes to indicate sharp breaks in thought within sentences.</td>
<td>SE/TE: Conventions: Punctuation: U2: 161; Grammar Handbook: Punctuation, R64–R65</td>
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<tr>
<td>Possessive nouns and pronouns</td>
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<tr>
<td>The student will recognize and correct inappropriate uses of possessive nouns and pronouns as well as differentiate between possessive and plural forms.</td>
<td>SE/TE: Grammar Handbook: Pronoun Case, R61</td>
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<tr>
<td>Items in a series</td>
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<tr>
<td>The student will correctly use and recognize and correct inappropriate uses of punctuation (commas and sometimes semicolons) to separate items in a series.</td>
<td>SE/TE: Conventions: Punctuation: U2: 161; U3: 320; Grammar Handbook: Commas &amp; Semicolons, R64</td>
</tr>
</tbody>
</table>
### 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.


### SAT Essay Domain (Provisional)

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:

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<tr>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
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<tr>
<td>Comprehension of the source text</td>
<td><strong>SE/TE:</strong> Research to Clarify &amp; 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;</td>
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<tr>
<td>Understanding of central ideas, important details, and their interrelationship</td>
<td><strong>SE/TE:</strong> 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</td>
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<tr>
<td>Accuracy in representation of the source text (i.e., no errors of fact or interpretation introduced)</td>
<td><strong>SE/TE:</strong> Research: Report, U3: 311; U6: 757; Explanatory Multimedia Presentation, U5: 682–683; Research to Clarify &amp; 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</td>
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<tr>
<td>Use of textual evidence (quotations, paraphrases, or both) to demonstrate understanding of the source text</td>
<td><strong>SE/TE:</strong> Gather Evidence, U1: 53, 110U2: 169; U5: 641, 682; U6: 786; Research: Report, U3: 311; U6: 757; Conducting Research, R24–R33</td>
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<tr>
<td><strong>Analysis</strong></td>
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<tr>
<td>Analysis of the source text and understanding of the analytical task</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
<tr>
<td>Evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or features chosen by the student</td>
<td><strong>SE/TE:</strong> 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</td>
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<td>Focus on features of the text most relevant to addressing the task</td>
<td><strong>SE/TE:</strong> Gather Evidence, U1: 53, 110; U2: 169; U5: 641, 682; U6: 786; Research: Report, U3: 311; U6: 757; Research to Clarify &amp; 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</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>Use of varied sentence structures</td>
<td><strong>SE/TE:</strong> Conventions: Sentence Types, U1: 33; Grammar Handbook: Sentence Structure, R59–R60</td>
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<td>Employment of precise word choice</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
<tr>
<td>Maintenance of a consistent, appropriate style and tone</td>
<td><strong>SE/TE:</strong> 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</td>
</tr>
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