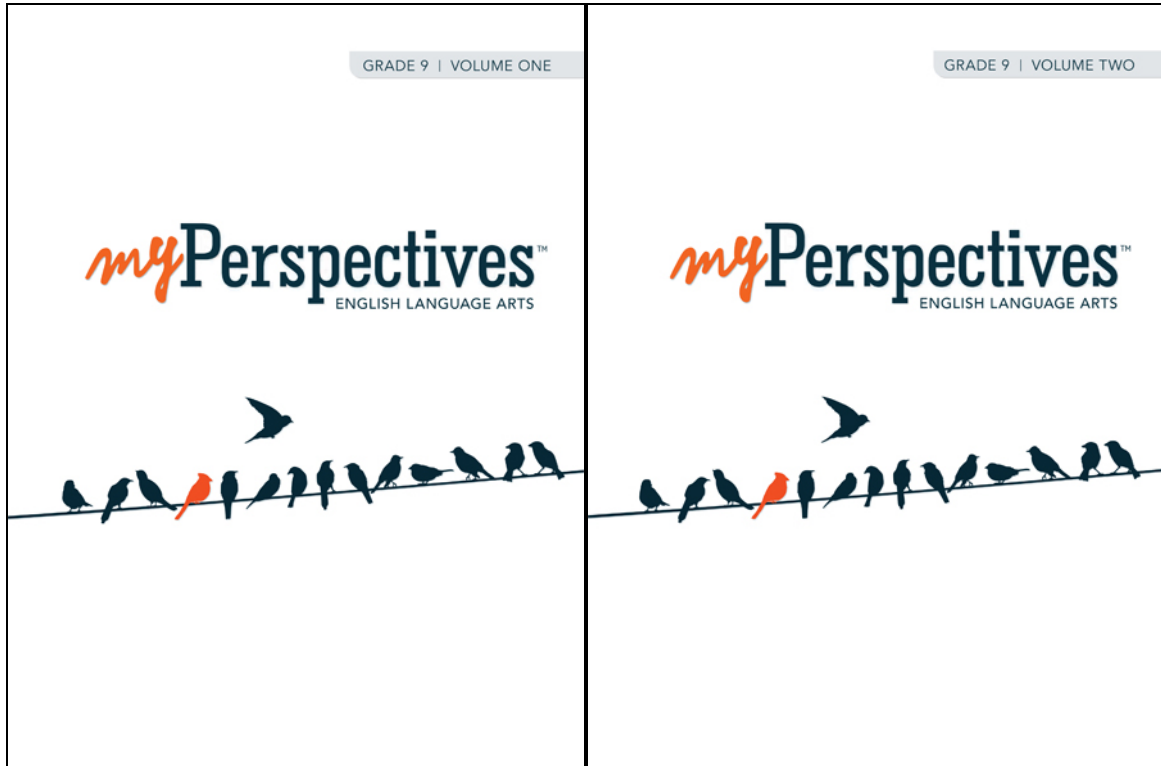


# A Correlation of



**Grade 9, ©2017**

To the

**2017 English Standards of Learning  
for Virginia Public Schools  
Grade 9**



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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the 2017 English Standards of Learning for Virginia Public Schools. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title. References to myPerspectives Plus are also included.

*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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<b>2017 English Standards of Learning for Virginia Public Schools</b>	<b>myPerspectives ©2017 Grade 9</b>
<b>Grade Nine</b>	
<p>In ninth grade, students continue to build upon skills previously learned in earlier grades. There is a continued emphasis on reading comprehension by comparing fiction and nonfiction texts. In fiction texts, students will apply knowledge of literary terms and analyze a variety of genres. In ninth grade there will be an increased emphasis on nonfiction reading, and students will make inferences and draw conclusions using explicit and implied textual evidence. The student will continue to expand vocabulary using the structural analysis of roots and affixes to understand complex words. The student will also plan, draft, revise, and edit while writing in a variety of forms with an emphasis on analysis and persuasion while defending a position using counterclaims, reasons and evidence from credible sources. Students will analyze and interpret the social, commercial, and/or political motives behind media messages. Students will use multimodal tools to create presentations both independently and in small groups. The student will apply research techniques to analyze information gathered from diverse sources by identifying misconceptions, and possible bias citing both quoted and paraphrased information using either MLA or APA style. Students will continue to work in collaborative groups assisting with setting rules and working toward consensus.</p>	
<b>Communication and Multimodal Literacies</b>	
9.1 The student will participate in, collaborate in, and make multimodal presentations both independently and in small groups.	
9.1.a Make strategic use of multimodal tools.	<b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; Performance Task, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Performance-Based Assessment: Interpretative Reading, 120; Oral Presentation, 248 Multimedia Presentation, 354, 540; Podcast, 692; Dramatic Reading, 792; Listening and Speaking: Monologue, 51; Scene, 77; Panel Discussion, 109; Retelling, 151; Pep Talk, 163; Oral Presentation, 167, 237, 769; Digital Presentation, 223; Multimedia Presentation, 321; Debate, 343, 465, 623; Dramatic Interpretation, 423; Performance Review, 485; Conversation, 593; Job Interview, 639; Multimedia Timeline, 721; Oral Recitation, 735
9.1.b Credit information sources.	<b>SE/TE:</b> Performance Task: Multimedia Presentation, 344–345; Present an Argument, 530–531; Deliver a Multimedia Presentation, 682–683; Create a Podcast, 782–783; Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33

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<p>9.1.c Use vocabulary appropriate to the topic, audience, and purpose.</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 110–111; Present an Argument, 238–239; Multimedia Presentation, 344–345; Present an Argument, 530–531; Deliver a Multimedia Presentation, 682–683; Create a Podcast, 782–783; Performance-Based Assessment: Interpretative Reading, 120; Oral Presentation, 248 Multimedia Presentation, 354, 540; Podcast, 692; Dramatic Reading, 792; Listening and Speaking: Monologue, 51; Scene, 77; Panel Discussion, 109; Retelling, 151; Pep Talk, 163; Oral Presentation, 167, 237, 769; Digital Presentation, 223; Multimedia Presentation, 321; Debate, 343, 465, 623; Dramatic Interpretation, 423; Performance Review, 485; Conversation, 593; Job Interview, 639; Multimedia Timeline, 721; Oral Recitation, 735</p>
<p>9.1.d Assist with setting rules for group work including informal consensus, taking votes on key issues, presentation of alternate views and goal setting.</p>	<p><b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; Debate, 343, 465, 623; Plan With Your Group &amp; Present, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783</p>
<p>9.1.e Assume responsibility for specific group tasks.</p>	<p><b>SE/TE:</b> Plan With Your Group &amp; Present and Evaluate, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Working as a Team, 60, 176, 306, 502, 648, 744; Debate, 343, 465, 623</p>
<p>9.1.f Share responsibility for collaborative work.</p>	<p><b>SE/TE:</b> Plan With Your Group &amp; Present and Evaluate, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Working as a Team, 60, 176, 306, 502, 648, 744; Debate, 343, 465, 623</p>

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<p>9.1.g Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.</p>	<p><b>SE/TE:</b> Performance Task: Present a Nonfiction Narrative, 110–111; Present an Argument, 238–239; Multimedia Presentation, 344–345; Present an Argument, 530–531; Deliver a Multimedia Presentation, 682–683; Create a Podcast, 782–783; Performance-Based Assessment: Interpretative Reading, 120; Oral Presentation, 248 Multimedia Presentation, 354, 540; Podcast, 692; Dramatic Reading, 792; Listening and Speaking: Monologue, 51; Scene, 77; Panel Discussion, 109; Retelling, 151; Pep Talk, 163; Oral Presentation, 167, 237, 769; Digital Presentation, 223; Multimedia Presentation, 321; Debate, 343, 465, 623; Dramatic Interpretation, 423; Performance Review, 485; Conversation, 593; Job Interview, 639; Multimedia Timeline, 721; Oral Recitation, 735</p>
<p>9.1.h Include all group members, acknowledge new information expressed by others, and value individual contributions made by each group member.</p>	<p><b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; Plan With Your Group, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783</p>
<p>9.1.i Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.</p>	<p><b>SE/TE:</b> Analyze the Text, 220, 318, 330, 340, 700; Launch Activity, 700; Debate, 343, 465, 623; Panel Discussion, 109; Working as a Team, 60, 176, 306, 502, 648, 744</p>
<p>9.1.j Evaluate impact, purpose, point of view, reasoning, and use of evidence and rhetoric of presentation(s).</p>	<p><b>SE/TE:</b> Speaking and Listening, 623; Performance Task: Speaking and Listening Focus, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Debate, 343, 465, 623; Panel Discussion, 109; Pep Talk, 163 <b>TE only:</b> Present and Evaluate, 111, 239, 345, 531, 683, 783</p>

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<b>2017 English Standards of Learning for Virginia Public Schools</b>	<b>myPerspectives ©2017 Grade 9</b>
9.1.k Use self-reflection to evaluate one’s own role in preparation and participation in small-group activities.	<p><b>SE/TE:</b> Plan With Your Group &amp; Present and Evaluate, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Working as a Team, 60, 176, 306, 502, 648, 744</p> <p><b>TE only:</b> Present and Evaluate, 111, 239, 345, 531, 683, 783</p>
9.2 The student will produce, analyze, and evaluate media messages.	
9.2.a Analyze and interpret special effects used in media messages.	<p><b>SE/TE:</b> <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; also see: Performance Task: Create a Podcast, Performance-Based Assessment, Podcast, 692; also see: Performance Task: Multimedia Presentation, 344–345; Deliver a Multimedia Presentation, 682–683; Performance-Based Assessment, Multimedia Presentation, 354, 540</p> <p><b>TE only:</b> <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>
9.2.b Determine the purpose of the media message and its effect on the audience.	<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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9.2.c Analyze the purpose of information and persuasive techniques used in diverse media formats.	<b>SE/TE:</b> Analyze Craft and Structure, 31; 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
9.2.d Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776
9.2.e Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776
9.2.f Describe possible cause and effect relationships between mass media coverage and public opinion trends.	<b>SE/TE:</b> For related material see: Newscast (deliver to class), 297; Analyze Craft and Structure: Journalism, 522; The Nuclear Tourist, 747–754; Travel Journalism, 755; Comparing Text to Media: The Myth of the War of the Worlds Panic, 778–785; Performance Task: Create a Podcast, Performance-Based Assessment, Multimedia Presentation, 354, 540; Podcast, 692
9.2.g Evaluate sources including advertisements, editorials, political cartoons, and feature stories for relationships between intent and factual content.	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Prepare to Compare, 200; Writing to Compare, 201; Analyze Craft and Structure: Journalism, 522; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; Research, 757; Performance Task: Create a Podcast, Performance-Based Assessment, Multimedia Presentation, 354, 540; Podcast, 692



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9.2.h Monitor, analyze, and use multiple streams of simultaneous information.	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Gather Evidence and Media Examples, 110, 238, 344, 530, 682, 786 <b>TE only:</b> Digital Perspectives, 167, 210, 248, 386, 453, 485, 540, 683, 757, 796; Current Perspectives, 251
9.2.i Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	<b>SE/TE:</b> Performance Task: Create a Podcast, 782–783; Performance-Based Assessment, Podcast, 692; also see: Performance Task: Multimedia Presentation, 344–345; Deliver a Multimedia Presentation, 682–683; Performance-Based Assessment, Multimedia Presentation, 354, 540; Research, 87, 753; Evaluate Sources, 299; Consulting Print and Digital Sources, R25; Using Search Terms, R26 <b>TE only:</b> Challenge, 197; Research, 272, 333, 562, 595, 787; Digital Perspectives, 453
<b>Reading</b>	
9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
9.3.a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.	<b>SE/TE:</b> Word Families, 482, 718, 783; Word Parts, 591; also see: Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Base Words, 202, 516, 650, 758; Etymology, 340; Prefixes, 20, 94, 421, 447, 521, 397; Cognates, 48; Concept Vocabulary (synonyms & antonyms), 78, 178, 268, 290, 312, 334, 504, 620, 668; Check for Accuracy: Using a Dictionary and Thesaurus, 643 <b>TE only:</b> Vocabulary Development (synonyms & antonyms), 102, 144, 487; Cognates, 5, 125, 253, 359, 697

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9.3.b Use context, structure, and connotations to determine meanings of words and phrases.	<b>SE/TE:</b> Context Clues, 98, 312, 334, 660, 778; 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; Word Study: Connotation and Denotation, 74; Multiple-Meaning Words, 106, 491
9.3.c Discriminate between connotative and denotative meanings and interpret the connotation.	<b>SE/TE:</b> Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756
9.3.d Identify the meaning of common idioms.	<b>SE/TE:</b> Idiom, 108 <b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63
9.3.e Explain the meaning of literary and classical allusions and figurative language in text.	<b>SE/TE:</b> Allusion, 289; Word Study: Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Figurative Language, 236, 399, 679; Analyze Craft and Structure, 267; Practice, 448 <b>TE only:</b> Figurative Language, 16, 231; Analyze Idioms, 63, 108; Analyze Hyperbole, 66, 323, 416; English Language Support, 92; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Analyze Oxymoron, 432; Challenge, 366C; Understand Imagery, 81; Allusions, 289, 296
9.3.f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.	<b>SE/TE:</b> Word Network, 7, 127, 255, 361, 547, 701; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746, 778; Why These Words?, 20, 32, 48, 74, 84, 94, 106, 148, 160, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 521, 591, 620, 656, 664, 678, 718, 732, 754, 766, 783; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 294, 308, 524, 527, 631, 624, 770, 773, 774, 776; Diction, 756; Workplace Vocabulary, 634

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9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama.	
9.4.a Identify the characteristics that distinguish literary forms.	<b>SE/TE:</b> Short Story, 37, 133, 487, 651, 705, 723; Narrative Structure, 47; Poetry, 100, 102, 226, 228, 230, 314, 316, 670, 672, 674, 760, 762, 764; Poetic Structures, 107, 319, 422, 767; Internal Monologue, 213; Drama, 376, 401, 425, 451, 467; Elements Of Drama, 398; Dramatic Structures, 448; Dramatic Elements, 464; Epic Poem, 560, 595; Oral Tradition, 592, 619; also see: Analyze Craft and Structure, 19, 31, 47, 85, 95, 107, 147, 159, 192, 213, 221, 235, 267, 289, 319, 331, 341, 398, 422, 448, 464, 481, 513, 522, 592, 619, 657, 665, 679, 717, 731, 755, 767; Writing to Compare, 493, 529, 633, 785
9.4.b Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	<b>SE/TE:</b> Analyzing the Text, 46, 47, 74, 106, 146, 147, 199, 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; Analyze Craft and Structure: Narrative Structure, 47; Theme, 75, 235; Complex Characters, 75; Characters, 213; Dramatic Structures, 448; Dramatic Elements, 464; Tragedy, 481; Narrative Elements, 717; Character Development, 719; Settings, 731 <b>TE only:</b> Analyze Character, 603; Analyze Characterization, 388
9.4.c Interpret how themes are connected across texts.	<b>SE/TE:</b> Theme, 75; Development of Theme, 235; Reflect on Your Writing, 484; Comparing Texts, 486–491; Writing to Compare (archetypal theme and universal theme), 492–493; Theme and Poetic Structure, 767; Prewriting, 492 <b>TE only:</b> Close Read, 64, 204, 313; Theme, 101, 475, 670; Analyze Theme, 229, 495; Identify Theme, 405; Challenge, 479; Infer Theme, 509

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9.4.d Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	<b>SE/TE:</b> Sound Devices, 86; Use of Language, 768; Poetic Structures, 107, 319, 422; How to Read Shakespeare, 372–373; Epic poem, 560, 595; Craft and Structure: Epic Simile, 619; also see: Poetry, 100, 102, 226, 228, 230, 314, 316, 670, 672, 674, 760, 762, 764
9.4.e Analyze the cultural or social function of a literary text.	<b>SE/TE:</b> Literature and Culture: Historical Context, 366–367, 552–553; Theater in Elizabethan England, 368–369; William Shakespeare, 370–371; How to Read Shakespeare, 372–373; Greek Mythology and Customs, 554–555; Homer, 556–557; Prewriting, 492, 632
9.4.f Explain the relationship between the author's style and literary effect.	<b>SE/TE:</b> Author's Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; Exposition and Dialogue, 55; Complex Characters, 75; Frame Story Details, 147; Characterization, 213; Elements of Drama, 397; Archetypal Characters, 492; Character Development, 719 <b>TE only:</b> Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603
9.4.g Explain the influence of historical context on the form, style, and point of view of a written work.	<b>SE/TE:</b> "I Have a Dream", 261–267; William Shakespeare, 370–371; How to Read Shakespeare, 372–373; Elizabethan Language, 375; Historical context, 366–367; Historical perspectives, 552; Greek Mythology and Customs, 554–555; Homer, 556–557; 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

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9.4.h Compare and contrast authors' use of literary elements within a variety of genres.	<b>SE/TE:</b> 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; <i>from</i> "The Odyssey: A Graphic Novel", 624A; <i>from</i> Radio Lab: "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
9.4.i Analyze how the author's specific word choices and syntax impact the author's purpose.	<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; Prewriting, 632; Close Read the Text, 421, 491; Poetic Structure, 422; 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
9.4.j Make inferences and draw conclusions using references from the text(s) for support.	<b>SE/TE:</b> Infer, 716; Draw Conclusions, 730  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Draw Conclusions; Common Core Companion: Making Inferences, 9
9.4.k Compare/contrast details in literary and informational nonfiction texts.	<b>SE/TE:</b> Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781

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9.4.l Use reading strategies to monitor comprehension throughout the reading process.	<b>SE/TE:</b> Comprehension Check, 46, 73, 105, 145, 211, 232–233, 317, 590, 617, 676–677; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; Analyze Craft and Structure (Practice), 47, 75, 147, 213, 235, 319, 592, 619, 621, 679
9.5 The student will read and analyze a variety of nonfiction texts.	
9.5.a Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts.	<b>SE/TE:</b> Launch Text Model: Argument Model, 126, 360; Explanatory Model, 254, 546; Analyze Craft and Structure: Purpose and Persuasion, 19, 31; Writing: Using Text Structure, 302; Chronological Order, 300; Comparison and Contrast, 300; Informative Text, 85; also see: The Endurance and the James Caird in Images, 194–199 <b>TE only:</b> Text Preview, 242
9.5.b Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<b>SE/TE:</b> Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 30, 296, 638; Review Evidence for a Nonfiction Narrative, 117
9.5.c Analyze the author’s qualifications, viewpoint, and impact.	<b>SE/TE:</b> Author’s Perspective, 192; Author’s Claims and Ideas, 221; Analyze Craft and Structure: Author’s Purpose, 19  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Author’s Style; Author’s Voice; Author’s Conclusions; Common Core Companion: Determining Author’s Purpose and Point of View, 138
9.5.d Recognize an author’s intended purpose for writing and identify the main idea.	<b>SE/TE:</b> Analyze Craft and Structure: Author’s Purpose, 19; Author’s Claims and Ideas, 221; Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; 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

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9.5.e Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.	<b>SE/TE:</b> Write a Summary, 128, 256, 362, 548; Notebook, 17, 29, 83, 93, 157, 193, 219, 222, 265, 287, 329, 339, 511, 520, 526, 663, 753; Paraphrase, 266
9.5.f Identify characteristics of expository, technical, and persuasive texts.	<b>SE/TE:</b> Argument Model, 126, 360; Argumentative Essay, 221; Argumentative Text/Criticism, 513; Argument Model, 126, 130; Persuasion, 31; Informative Text, 85; Literary Nonfiction, 95; Persuasive Essay, 289; Persuasive Speech, 267; Magazine Article, 747, 779; Speech, 261, 323; Description, 193; Narrative Nonfiction, 192; Journalism, 522
9.5.g Identify a position/argument to be confirmed, disproved, or modified.	<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
9.5.h Evaluate clarity and accuracy of information.	<b>SE/TE:</b> Evaluate Your Evidence, 351, 689; Evaluate the Strength of Your Evidence, 245, 351, 537; Reviewing Research Findings, R28–R29; also see: Research, 87, 299, 311, 511, 667, 757; Analyzing the Text, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783
9.5.i Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	<b>SE/TE:</b> Research to Clarify & 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; Analyzing the Text, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783

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9.5.j Differentiate between fact and opinion and evaluate their impact.	<b>SE/TE:</b> Analyze Craft and Structure: Literary Nonfiction, 755; also see: Analyze Craft and Structure: Argumentative Text, 513 <b>TE only:</b> Distinguishing Fact from Subjective Observation, 755; Evaluate the Strength of Your Evidence, 117  <i>Additional Resources:</i> myPerspectives Plus: Reading Skills and Literary Analysis: Fact and Opinion
9.5.k Analyze ideas within and between selections providing textual evidence.	<b>SE/TE:</b> Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781
9.5.l Use the reading strategies to monitor comprehension throughout the reading process.	<b>SE/TE:</b> Comprehension Check, 17, 29, 83, 93, 157, 190, 219, 265, 287, 520, 663; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783; Analyze Craft and Structure (Practice), 19, 31, 85, 95, 159, 192, 193, 221, 267, 289, 522
<b>Writing</b>	
9.6 The student will write in a variety of forms to include expository, persuasive, reflective, and analytic with an emphasis on persuasion and analysis.	
9.6.a Engage in writing as a recursive process.	<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 Essay, 640–645; Write a Narrative, 736–741; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781
9.6.b Plan, organize, and write for a variety of audiences and purposes.	<b>SE/TE:</b> Prewriting/ Planning, 53, 169, 299, 495, 641, 739; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781



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<p>9.6.c Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.</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 Essay, 640–645; Write a Narrative, 736–741; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781</p>
<p>9.6.d Blend multiple forms of writing including embedding a narrative to produce effective essays.</p>	<p><b>SE/TE:</b> For related material see: Writing to Sources: Newspaper Article, 297; Writing to Compare (possibly include dialogue examples), 492–493; Write an Argument: Gather Evidence, 495</p> <p>myPerspectives Plus: Writing and Research: Interactive writing Lessons: The Writing Process-High School</p>
<p>9.6.e Communicate clearly the purpose of the writing using a thesis statement.</p>	<p><b>SE/TE:</b> Writing to Compare, 293, 493; Elements of an Informative Text, 298; Drafting, 35, 300, 493; Peer Review, 303; Writing to Sources: Informative Essay, 352; Write a Working Thesis, 495; Write a Clear Thesis, 641; Analyze the Text, 682; Performance-Based Assessment Prep, 351, 689 <b>TE only:</b> Thesis Statement, 293</p>
<p>9.6.f Compose a thesis for persuasive writing that advocates a position.</p>	<p><b>SE/TE:</b> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Writing to Sources, 215, 246–247, 538; Critical Review, 150</p>
<p>9.6.g Clearly state and defend a position using reasons and evidence from credible sources as support.</p>	<p><b>SE/TE:</b> Write a Claim, 169; Write a First Draft, 170; Write a Working Thesis, 495; Revising, 172, 498; Writing to Sources, 215</p>
<p>9.6.h Identify counterclaims and provide counter-arguments.</p>	<p><b>SE/TE:</b> Consider Possible Counterclaims, 169, 495; Revising, 172, 498; Writing to Sources, 215</p>

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9.6.i Determine the best kind of evidence to use for a claim, and effectively use fact and opinion to support a position.	<p><b>SE/TE:</b> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Writing to Sources, 215, 246–247, 538; Critical Review, 150; Writing to Compare: Review, 632–633</p> <p>myPerspectives Plus: Writing and Research: Interactive Writing Lessons: Argumentative Writing-High School; Common Core Companion: Supporting a Claim, 181</p>
9.6.j Use textual evidence to compare and contrast multiple texts.	<p><b>SE/TE:</b> Research: Research Report, 311; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Critical Review, 150</p>
9.6.k Arrange paragraphs in a logical progression, using transitions between paragraphs and ideas.	<p><b>SE/TE:</b> Drafting, 54, 170, 293, 300, 496, 642, 740; Revising, 56, 172, 293, 302, 498, 644, 742; Create Cohesion: Transitions, 171; Use Transitions, 302</p> <p><b>TE only:</b> How Language Works, 445; Transitions, 484; Understanding Evidence, 515</p>
9.6.l Revise writing for clarity of content, accuracy, and depth of information.	<p><b>SE/TE:</b> Revising, 56, 172, 293, 302, 498, 644, 742; Revising: Vivid Language, 21; Review, Revise, and Edit, 35, 293, 493, 633; Review and Revise, 529, 781</p>
9.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.	
9.7.a Use parallel structure across sentences and paragraphs.	<p><b>SE/TE:</b> Author’s Style (Parallel Structure), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739</p> <p><b>TE only:</b> Analyze Parallelism, 323; Analyze Parallel Structure, 763</p> <p>myPerspectives Plus: Common Core Companion: Using Parallel Structure, 310; Conventions: Interactive Grammar Practice Lessons: Sentences: Parallel Structure; Grammar Worksheets: Parallel Structure</p>

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<p>9.7.b Use appositives, main clauses, and subordinate clauses.</p>	<p><b>SE/TE:</b> Conventions: Using Phrases to Add Variety, 523; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291; Sentences Types, 33; Phrases, 523; Punctuation, 161; Grammar Handbook, R58 <b>TE only:</b> Subordinating Conjunctions, 740</p> <p>myPerspectives Plus: Common Core Companion: Using Phrases and Clauses, 312; Conventions: Interactive Grammar Practice Lessons: Clauses; Adjectival; Adverbial, Main, Subordinate, and Relative; Noun; Grammar Tutorials: Clauses Grammar Tutorial; Grammar Worksheets: Appositives and Appositive Phrases</p>
<p>9.7.c Use commas and semicolons to distinguish and divide main and subordinate clauses.</p>	<p><b>SE/TE:</b> Conventions: Sentences Types, 33; Punctuation, 161; Author’s Style: Punctuation, 320; Setting and Punctuating Direct Quotations, 497; Grammar Handbook, R64 <b>TE only:</b> Semicolons, 161</p> <p>myPerspectives Plus: Common Core Companion: Using Semicolons, 314; Conventions: Interactive Grammar Practice Lessons: Punctuation: Colons and Semicolons; Grammar Tutorials: Semicolons and Colons Tutorial; Comma Usage Grammar Tutorial</p>
<p>9.7.d Distinguish between active and passive voice.</p>	<p><b>SE/TE:</b> Conventions: Active and Passive Voice, 658; also see: Establish Point of View, 737 <b>TE only:</b> Language Conventionality and Clarity, 178C</p> <p>myPerspectives Plus: Conventions: Grammar Tutorials: Active and Passive Voice Tutorial; Grammar Worksheets: Active and Passive Voice</p>

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9.7.e Use a variety of sentence structures to infuse sentence variety in writing.	<p><b>SE/TE:</b> Conventions: Sentences Types, 33; Sentence Structure, R59–R60; also see: Drafting, 54, 170, 293, 300, 496, 642, 740</p> <p>myPerspectives Plus: Conventions: Interactive Grammar Practice Lessons: Sentences: Complex and Compound-Complex; Grammar Tutorials: Sentence Structure</p>
<b>Research</b>	
9.8 The student will find, evaluate, and select credible resources to create a research product.	
9.8.a Verify the validity and accuracy of all information.	<p><b>SE/TE:</b> Evaluate the Strength of Your Evidence, 117, 245, 311, 351, 537, 689; Evaluate Sources, 299; Research Plan, 333; Evaluating Sources, R25</p> <p><i>Additional Resources:</i> myPerspectives Plus: Evaluating Credibility and Usefulness of Your Sources, 245; Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School</p>
9.8.b Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	<p><b>SE/TE:</b> Research, 87, 333, 667, 757; Gather Details/Evidence, 53, 110, 169, 238, 344, 495, 530, 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</p> <p><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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<p>9.8.c Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.</p>	<p><b>SE/TE:</b> Performance Task: Prewriting, 169; 495; Writing to Compare: Review: Drafting, 633; Performance-Based Assessment Prep: Review Evidence for an Argument, 245, 537; Review Evidence for an Informative Essay, 351; Writing to Sources: Argument, 246–247, 538–539</p>
<p>9.8.d Cite sources for both quoted and paraphrased information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p>	<p><b>SE/TE:</b> For related material: Research, 87, 299, 311, 511, 667, 757; Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33 <b>TE only:</b> Gather Evidence from Sources, 169</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Using a Style Manual, 320</p>
<p>9.8.e Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information.</p>	<p><b>SE/TE:</b> Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34; also see: Research, 87, 299, 311, 511, 667, 757</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Avoiding Plagiarism, 247</p>

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<p>9.8.f Demonstrate ethical use of the Internet.</p>	<p><b>SE/TE:</b> Research, 87, 753; Evaluate Sources, 299; Consulting Print and Digital Sources, R25; Using Search Terms, R26</p> <p><b>TE only:</b> Challenge, 197; Research, 272, 333, 562, 595, 787; Digital Perspectives, 453</p> <p><i>Additional Resources:</i> myPerspectives Plus: Writing and Research: Interactive Research Lessons: Integrating Quotations, Media, and Citations-High School; Research Writing-High School; Sources and Evidence-High School; Common Core Companion: Crediting Sources, 250</p>