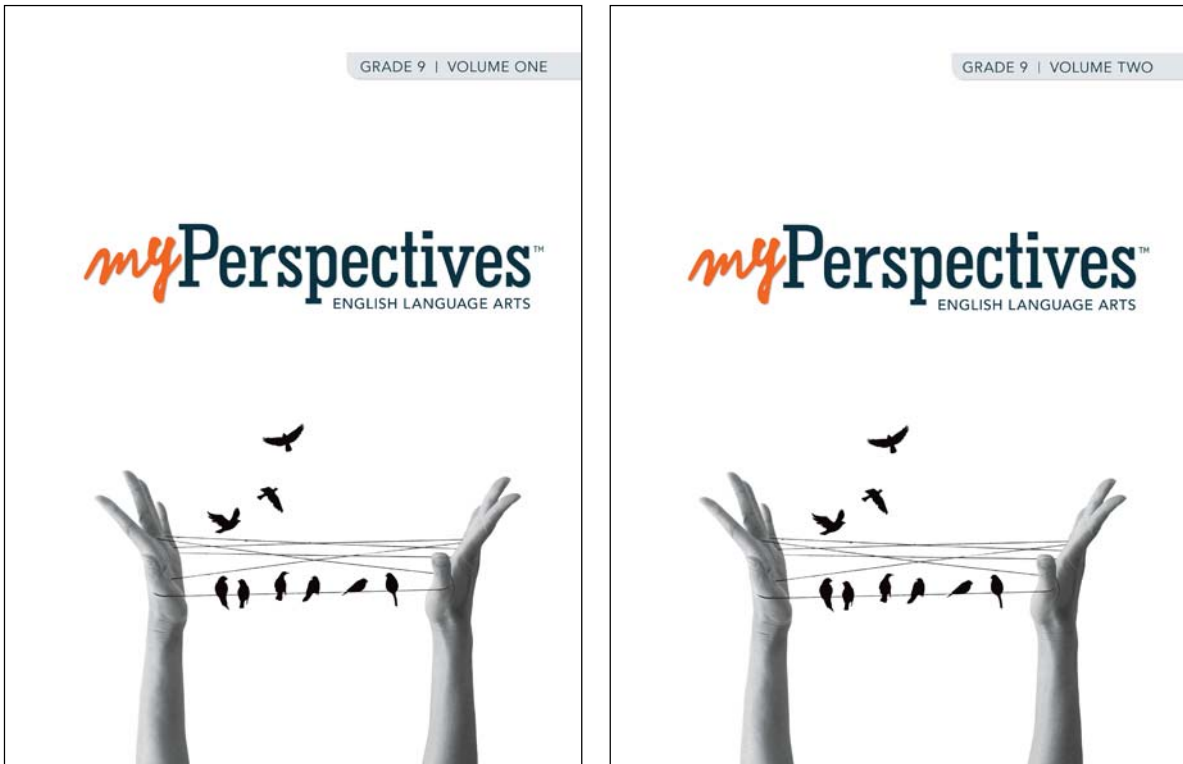


A Correlation of

myPerspectives

Grade 9, ©2017



To the

Virginia

English Standard of Learning

Grade 9



A Correlation of myPerspectives ©2017, Grade 9 to the Virginia English Standards of Learning

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the *Virginia English Standards of Learning*. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection title or feature title 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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Grade Nine	
Communication: Speaking, Listening, Media Literacy	
9.1 The student will make planned oral presentations independently and in small groups.	
a) Include definitions to increase clarity.	SE/TE: Performance Task: Analyze the Text: Present an Argument (discuss types of strength), 238; Multimedia Presentation (words and actions lead to change), 344; Multimedia Presentation (key terms <i>journey</i> and <i>travel</i>), 682; Performance-Based Assessment: Explanatory Text and Podcast, 690
b) Use relevant details to support main ideas.	SE/TE: Performance Task: Present an Argument, 238–239, 530–531; Multimedia Presentation, 344–345, 682–683; Create a Podcast, 786–787; Performance-Based Assessment: Essay and Oral Presentation, 246; Text and Multimedia Presentation, 352; Essay and Multimedia Presentation, 538; Explanatory Text and Podcast, 690
c) Illustrate main ideas through anecdotes and examples.	SE/TE: Performance Task: Present a Personal Narrative, 262–263; Present a Narrative, 858–859; Performance-Based Assessment: Video recorded commentary, 136; Storytelling, 272, 868
d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.	SE/TE: Performance Task: Evaluation and Instruction Guide, 111, 239, 345, 531, 683, 787; also see: Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Vocabulary and Conventions Connection, 50, 150, 162, 484, 622, 720, 734; Language Development: Conventions, 497, 739
e) Use verbal and nonverbal techniques for presentation.	SE/TE: Performance-Based Assessment: Text and Interpretive Reading, 118; Short Story and Dramatic Reading, 794; also see: Performance Task: Create a Podcast, 786–787
f) Evaluate impact and purpose of presentation.	SE/TE: Performance Task: Present and Evaluate, 111, 239, 345, 531, 683, 787

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g) Credit information sources.	SE/TE: Formats for Citing Sources, R32–R33; Writing to Sources, 515; Research, 87, 299, 311, 511, 667, 757; Consulting Print and Digital Sources, R25 TE only: Gather Evidence From Sources, 169
h) Give impromptu responses to questions about presentation.	SE/TE: Conduct a Small Group Discussion, 8; Panel Discussion, 109; Group Discussion Tip, 191; Speaking and Listening, 343; Job Interview, 639
i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.	SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623
j) Use a variety of strategies to listen actively.	SE/TE: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 623; Group Discussion Tip, 86, 94, 106, 192, 212, 220, 234, 318, 330, 331, 340, 341, 512, 521, 522, 656, 664, 678, 754, 766, 767, 783; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Working as a Team, 60
k) Summarize and evaluate information presented orally by others.	SE/TE: Performance Task: Present and Evaluate, 111, 239, 345, 531, 683, 787
l) Assume shared responsibility for collaborative work.	SE/TE: Working as a Team, 60; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623
9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.	
a) Analyze and interpret special effects used in media messages including television, film, and Internet.	SE/TE: <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 TE only: <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

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b) Determine the purpose of the media message and its effect on the audience.	<p>SE/TE: 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>TE only: 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>
c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.	<p>SE/TE: 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</p>
d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.	<p>SE/TE: 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</p> <p>TE only: 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>
e) Monitor, analyze, and use multiple streams of simultaneous information.	<p>SE/TE: Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Gather Evidence and Media Examples, 110, 238, 344, 530, 682, 786</p> <p>TE only: Digital Perspectives, 167, 210, 248, 386, 453, 485, 540, 683, 757, 796; Current Perspectives, 251</p>

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Reading	
9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	SE/TE: 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 TE only: Vocabulary Development (synonyms & antonyms), 102, 144, 487; Cognates, 5, 125, 253, 359, 697
b) Use context, structure, and connotations to determine meanings of words and phrases.	SE/TE: 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
c) Discriminate between connotative and denotative meanings and interpret the connotation.	SE/TE: Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756
d) Identify the meaning of common idioms.	SE/TE: Idiom, 108 TE only: Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63
e) Identify literary and classical allusions and figurative language in text.	SE/TE: Word Study: Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Figurative Language, 236, 399; Analyze Craft and Structure, 267 TE only: 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

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f) Extend general and specialized vocabulary through speaking, reading, and writing.	SE/TE: 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, 524, 527, 631, 634, 770, 773, 774, 776; Diction, 756
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	SE/TE: Examples of Common English Idioms, 108; Shakespeare Says..., 371; How to Read Shakespeare, 372–373; Elizabethan Language, 375; Figurative Language, 399 TE only: Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63
9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.	
a) Identify author’s main idea and purpose.	SE/TE: Analyze Craft and Structure: 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 TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635
b) Summarize text relating supporting details.	SE/TE: Write a Summary, 8, 702; Notebook, 45, 73, 145, 211, 214, 420, 446, 462, 479, 490, 590, 630, 655, 715, 729, 765

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c) Identify the characteristics that distinguish literary forms.	SE/TE: 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; 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
d) Use literary terms in describing and analyzing selections.	SE/TE: Writing to Compare, 493, 529, 633, 785; Analyze Craft and Structure, 47, 107, 147, 213, 235, 319, 331, 341, 398, 422, 448, 464, 481, 513, 592, 619, 657, 679, 717, 731, 767
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	SE/TE: 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
f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion.	SE/TE: Sound Devices, 86; 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
g) Analyze the cultural or social function of a literary text.	SE/TE: 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

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h) Explain the relationship between the author's style and literary effect.	SE/TE: 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 TE only: Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603
i) Explain the influence of historical context on the form, style, and point of view of a written work.	SE/TE: "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
j) Compare and contrast author's use of literary elements within a variety of genres.	SE/TE: 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 TE only: Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> "The Odyssey: A Graphic Novel", 624A; <i>from</i> RadioLab: "War of the Worlds", 770A; <i>from</i> American Experience "War of the Worlds", 774A; The Myth of the War of the Worlds Panic, 778A

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k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.	SE/TE: Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; How to Read Shakespeare: Meanings of Words, 372; Craft and Structure: Epic Simile, 619; Metaphor, 679; Dramatic Irony, 717; Personification, 731; also see: Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	SE/TE: Infer, 716; Draw conclusions, 730 TE only: Jump Start: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Personalize for Learning: Skim, Predict, and Use a KWL Chart, 114, 115
m) Use reading strategies to monitor comprehension throughout the reading process.	SE/TE: 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
9.5 The student will read and analyze a variety of nonfiction texts.	
a) Recognize an author’s intended purpose for writing and identify the main idea.	SE/TE: Analyze Craft and Structure: 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 TE only: Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635
b) Summarize text relating supporting details.	SE/TE: 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
c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.	SE/TE: 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 TE only: Text Preview, 242

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d) Identify characteristics of expository, technical, and persuasive texts.	SE/TE: Argument Model, 126, 360; Argumentative Essay, 221; Argumentative Text/Criticism, 513; Informative Text, 85; Literary Nonfiction, 95; Persuasive Essay, 289; Persuasive Speech, 267; Magazine Article, 747, 779; Speech, 261, 323
e) Identify a position/argument to be confirmed, disproved, or modified.	SE/TE: 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 TE only: Personalize for Learning: Clarifying Elements of an Argument, 221, 288
f) Evaluate clarity and accuracy of information.	SE/TE: 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
g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	SE/TE: 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
h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	SE/TE: Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638
i) Differentiate between fact and opinion.	SE/TE: Analyze Craft and Structure: Literary Nonfiction, 755; also see: Analyze Craft and Structure: Argumentative Text, 513 TE only: Distinguishing fact from subjective Observation, 755; Evaluate the Strength of Your Evidence, 117
j) Organize and synthesize information from sources for use in written and oral presentations.	SE/TE: 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

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k) Use the reading strategies to monitor comprehension throughout the reading process.	SE/TE: 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
Writing	
9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.	
a) Generate, gather, and organize ideas for writing.	SE/TE: Elements of Writing, 52, 168, 298, 494, 640; Prewriting/ Planning, 53, 169, 299, 495, 641, 739
b) Plan and organize writing to address a specific audience and purpose.	SE/TE: Prewriting/ Planning, 53, 169, 299, 495, 641, 739
c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.	SE/TE: Writing to Compare, 293, 493; Elements of an Informative Text, 298; Drafting, 300; Peer Review, 303; Writing to Sources: Informative Essay, 352; Write a Working Thesis, 495; Write a Clear Thesis, 641; Analyze the Text, 682 TE only: Thesis Statement, 293
d) Write clear, varied sentences using specific vocabulary and information.	SE/TE: Use Adverbial Clauses to Combine Sentences, 739; Conventions: Sentences Types, 33; Drafting, 54, 170, 293, 300, 496, 642, 740; Grammar Handbook: Sentence Structure, R56–R57
e) Elaborate ideas clearly through word choice and vivid description.	SE/TE: Descriptive Words and Phrases, 53; Precise Language, 53, 300; Figurative Language, 96, 236; Word Choice, 162, 172, 449, 622, 720, 734, 756; also see: Drafting, 54, 170, 293, 300, 496, 642, 740
f) Arrange paragraphs into a logical progression.	SE/TE: Drafting, 54, 170, 293, 300, 496, 642, 740; Revising, 56, 172, 293, 302, 498, 644, 742; Write an Argument, 168; Create Cohesion: Transitions, 171; Text Structure, 302
g) Use transitions between paragraphs and ideas.	SE/TE: Write an Argument, 168; Create Cohesion: Transitions, 171; Text Structure, 302; also see: Author’s Style: Transitions, 332; Organization, 514; Write an Explanatory Essay, 690 TE only: How Language Works, 172, 445; Transitions, 484, 531; QuickWrite, 549; Write a First Draft, 642

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h) Revise writing for clarity of content, accuracy and depth of information.	SE/TE: Revising, 56, 172, 293, 302, 498, 644, 742; Revising: Vivid Language, 21
i) Use computer technology to plan, draft, revise, edit, and publish writing.	SE/TE: Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver an Explanatory Multimedia Presentation, 682–683; Multimedia Presentation, 201, 344–345, 354, 540; Finding Sources, 757; Focus Research, 299; Research, 667 TE only: Strategic Use of Media, 238; Word Processing Software: Write a Narrative, 52, 736; Write an Argument, 168, 494; Write an Informative Essay, 298; Write an Explanatory Text, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57
9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	
a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.	SE/TE: Conventions: Sentences Types, 33; Grammar Handbook: Sentence Structure, R56–R57; also see: Editing and Proofreading, 57, 173, 303, 499, 645, 741
b) Use parallel structures across sentences and paragraphs.	SE/TE: Author’s Style (Parallel Structure), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739 TE only: Analyze Parallelism, 323; Analyze Parallel Structure, 763
c) Use appositives, main clauses, and subordinate clauses.	SE/TE: Conventions: Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291; Sentences Types, 33; Phrases, 523; Punctuation, 161; Grammar Handbook, R56 TE only: Subordinating Conjunctions, 740
d) Use commas and semicolons to distinguish and divide main and subordinate clauses.	SE/TE: Conventions: Sentences Types, 33; Punctuation, 161; Author’s Style: Punctuation, 320; Setting and Punctuating Direct Quotations, 497; Grammar Handbook, R61

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e) Distinguish between active and passive voice.	SE/TE: Conventions: Active and Passive Voice, 658; also see: Establish Point of View, 737 TE only: Language Conventionality and Clarity, 178C
f) Proofread and edit writing for intended audience and purpose.	SE/TE: Editing and Proofreading, 57, 173, 303, 499, 645, 741
Research	
9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.	
a) Use technology as a tool for research to organize, evaluate, and communicate information.	SE/TE: 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
b) Narrow the focus of a search.	SE/TE: Narrowing or Broadening a Topic, R24; Project Plan, 659; Research, 87, 299, 311, 511, 667, 757
c) Find, evaluate, and select appropriate sources to access information and answer questions.	SE/TE: Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 352, 538; Research to Clarify & 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 TE only: Gather Evidence & 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
d) Verify the validity and accuracy of all information.	SE/TE: 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

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e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	SE/TE: Conducting Research, R24–R34; Research, 87, 299, 311, 511, 667, 757; Evaluate Your Evidence, 351, 689; Evaluate the Strength of Your Evidence, 245, 351, 537
f) Credit the sources of quoted, paraphrased, and summarized ideas.	SE/TE: Research, 87, 299, 311, 511, 667, 757; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33; Writing to Sources, 515 TE only: Gather Evidence From Sources, 169
g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	SE/TE: Research, 87, 299, 311, 511, 667, 757; Consulting Print and Digital Sources, R25; Formats for Citing Sources, R32–R33; Writing to Sources, 515 TE only: Gather Evidence From Sources, 169
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	SE/TE: Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34; also see: Research, 87, 299, 311, 511, 667, 757