

A Correlation of



Grade 9

To the

**Common Core State Standards
For English Language Arts**



A Correlation of myPerspectives, Grade 9 to the Common Core State Standards for English Language Arts

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets and supports the **Common Core State Standards**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by page reference.

myPerspectives™ is a powerful, student-centered Grade 6-12 program that values the perspective of the learner and focuses on a consistent approach to improving learning and achievement. Compelling literature, interactive digital tools, and quality instruction work together to make English Language Arts culturally, socially, and technologically relevant. *myPerspectives* empowers students and teachers and transforms the classroom of today into a dynamic and engaging environment for next-generation learners.

The program is a blended integrated curriculum that promotes student ownership of their learning through goal setting, student choice, and reflection. *myPerspectives* encourages social collaboration and links together knowledge, skills and learning behaviors. In addition, *myPerspectives* is backwards designed for the end of the unit Performance-Based Assessment. It provides next-gen learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom.

In *myPerspectives*, students:

- read classic and contemporary texts that span time periods and cultures;
- engage in meaningful activities that inspire thoughtful conversation, discussion, and debate;
- share ideas and collaborate on projects;
- develop important lifelong skills to help them think critically, build knowledge, effectively communicate, and strategically use technology in order to formulate and defend 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. Independent activity, whole group and small group learning, Close Reads, and Comprehension Checks all work to deepen student confidence as well as an understanding of the text. The many interactive features available on the digital platform allow students to further their connections with the texts, and they can write directly in their Student Edition to make interaction with texts more meaningful. *myPerspectives™* connects to 21st century learners in rewarding, meaningful, and profound ways.

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Common Core State Standards for English Language Arts	myPerspectives Grade 9
Grade 9 Standards for Literature	
Key Ideas and Details	
RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: The Immigrant Contribution: 30, The Moral Logic of Survivor Guilt: 158, The Endurance and the James Caird in Images: 199, "I Have a Dream": 266, Letter from Birmingham Jail: 288, Whole Class Performance Task: Unit 4: 496, Application for a Mariner's License: 638, By the Waters of Babylon: 704, The Nuclear Tourist: 754 Students will address this standard in Analyze the Text features which appear with every literature selection.
RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	SE/TE: I Am Offering This Poem; The Writer; Hugging the Jukebox: 234, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 766
RL.9.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	SE/TE: American History: 46, Rules of the Game: 74, Life of Pi: 212, Romeo and Juliet: 398, 480, The Odyssey, Part 1: 592, By the Waters of Babylon: 718
Craft and Structure	
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	SE/TE: I Am Offering This Poem; The Writer; Hugging the Jukebox: 236, Courage; Ithaka; The Narrow Road of the Interior: 680, There Will Come Soft Rains: 730
RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	SE/TE: Morning Talk; Immigrant Picnic: 106, The Seventh Man: 146, For My People; Incident: 318, Romeo and Juliet: 398, 448, 464, 480, The Odyssey, Part 1: 592, The Return: 656, By the Waters of Babylon: 716, There Will Come Soft Rains: 730, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 768

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RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SE/TE: The Life of Pi: 212, The Odyssey, Part 1: 592, The Odyssey, Part 2: 618, The Return: 656
Integration of Knowledge and Ideas	
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	SE/TE: Romeo and Juliet: 485, The Odyssey; The Odyssey: A Graphic Novel: 632
RL.9.8 (Not applicable to literature)	
RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SE/TE: Pyramus and Thisbe: 492, The Odyssey; The Odyssey: A Graphic Novel: 632
Range of Reading and Text Complexity	
RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: American History: 36, Morning Talk; Immigrant Picnic: 98, First Read Guide: 114, 242, 348, 534, 686, 786, Close Read Guide: 115, 243, 349, 535, 687, 787, The Seventh Man: 132, Life of Pi: 202, I Am Offering This Poem; The Writer; Hugging the Jukebox: 224, For My People; Incident: 312, Romeo and Juliet: 374, 400, 424, 450, 466, Pyramus and Thisbe: 486, The Odyssey, Part 1: 558, The Odyssey, Part 2: 594, The Odyssey: A Graphic Novel: 624, The Return: 650, Courage; Ithaka; The Narrow Road of the Interior: 668, By the Waters of Babylon: 704, There Will Come Soft Rains: 722, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 758

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Grade 9 Standards for Informational Text	
Key Ideas and Details	
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SE/TE: The Immigrant Contribution: 30, The Moral Logic of Survivor Guilt: 158, The Endurance and the James Caird in Images: 199, I Have a Dream: 266, Letter From Birmingham Jail: 288, Application for a Mariner’s License: 638, Radiolab: War of the Worlds: 773, Students will address this standard in Analyze the Text features which appear with every informational text selection.
RI.9.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	SE/TE: The Writing on the Wall: 84, The Moral Logic of Survivor Guilt: 158, Radiolab: War of the Worlds: 773
RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	SE/TE: With a Little Help from My Friends: 94, The Voyage of the James Caird: 192, Letter From Birmingham Jail: 288, Lessons of MLK, Jr.: 330, Traveling: 340, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 514, The Hero’s Adventure: 664, Radiolab: War of the Worlds: 773
Craft and Structure	
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	SE/TE: A Quilt of a Country: 20, A Quilt of a Country; The Immigrant Contribution: 34, The Writing on the Wall: 86, The Voyage of the James Caird: 192
RI.9.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	SE/TE: A Quilt of a Country: 18, The Immigrant Contribution: 30, The Value of a Sherpa Life: 220, Traveling: 340, Twenty Years On: 522, Application for a Mariner’s License: 638
RI.9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	SE/TE: A Quilt of a Country: 18, The Immigrant Contribution: 30, The Value of a Sherpa Life: 222, I Have a Dream: 266

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Integration of Knowledge and Ideas	
RI.9.7 Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.	SE/TE: The Endurance and the James Caird in Images: 194, The Voyage of the James Caird; The Endurance and the James Caird in Images: 201, Tragic Romeo and Juliet Offers Bosnia Hope: 524, 528, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 780
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	SE/TE: The Moral Logic of Survivor Guilt: 158, "I Have a Dream"; Letter from Birmingham Jail: 292–293, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 512, 515
RI.9.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	SE/TE: I Have a Dream: 266, Letter from Birmingham Jail: 288
Range of Reading and Level of Text Complexity	
RI.9.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	SE/TE: A Quilt of a Country: 12, The Writing on the Wall: 78, With a Little Help From My Friends: 88, First Read Guide: 114, 242, 348, 534, 686, 786, Close Read Guide: 115, 243, 349, 535, 687, 787, The Moral Logic of Survivor Guilt: 152, The Voyage of the James Caird: 178, The Value of a Sherpa Life: 216, I Have a Dream: 260, Letter From Birmingham Jail: 270, Remarks on the Assassination of Martin Luther King, Jr.: 294, Remembering Civil Rights History, When "Words Meant Everything": 308, Lessons of MLK, Jr.: 322, Traveling: 334, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 504, Twenty Years On: 516, The Hero's Adventure: 660, The Nuclear Tourist: 746, The Myth of the War of the Worlds Panic: 774

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Grade 9 Writing Standards	
Text Types and Purpose	
W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SE/TE: Whole Class Performance Task: Unit 2: 168, Unit 4: 494, Life of Pi: 214, Performance-Based Assessment: Unit 2: 246, Romeo and Juliet: 465, 484, Tragic Romeo and Juliet Offers Bosnia Hope: 528, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 781
W.9.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	SE/TE: The Seventh Man: 150, Whole Class Performance Task: Unit 2: 168–169, Unit 4: 494–495, Life of Pi: 214, Performance-Based Assessment: Unit 2: 245, Unit 4: 537–538, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 515, The Odyssey; The Odyssey: A Graphic Novel: 632
W.9.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.	SE/TE: Whole Class Performance Task: Unit 2: 169, Unit 4: 496, 497, Performance- Based Assessment: Unit 2: 246, Unit 4: 538
W.9.1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	SE/TE: Whole Class Performance Task: Unit 2: 171, Unit 4: 497, Performance-Based Assessment: Unit 2: 246
W.9.1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Whole Class Performance Task: Unit 2: 172, Unit 3: 303, Unit 4: 498, Unit 5: 644, Performance-Based Assessment: Unit 2: 246, Remarks on the Assassination of Martin Luther King, Jr.: 297, Performance-Based Assessment: 246
W.9.1.e Provide a concluding statement or section that follows from and supports the argument presented.	SE/TE: Whole Class Performance Task: Unit 2: 170, Unit 4: 494, 498, Performance- Based Assessment: 246

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W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SE/TE: A Quilt of a Country; The Immigrant Contribution: 34, With a Little Help From My Friends: 97, I Have a Dream; Letter From Birmingham Jail: 292, Performance-Based Assessment: Unit 3: 351, Romeo and Juliet: 449, Pyramus and Thisbe: 492, 689, 690, Whole Class Performance Task: Unit 3: 298, Unit 5: 640, The Return: 658
W.9.2.a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SE/TE: The Moral Logic of Survivor Guilt: 162, Letter from a Birmingham Jail: 292, Whole Class Performance Task: Unit 3: 300, Unit 5: 641, 642, Performance-Based Assessment: Unit 3: 352
W.9.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	SE/TE: With a Little Help from My Friends: 97, Remarks on the Assassination of Martin Luther King, Jr.: 297, Whole Class Performance Task: Unit 3: 300, Unit 5: 641, Performance-Based Assessment: Unit 3: 352
W.9.2.c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	SE/TE: Whole Class Performance Task: Unit 3: 302, Unit 5: 644, Lessons of MLK, Jr.: 332, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 514
W.9.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SE/TE: Whole Class Performance Task: Unit 3: 300, 302, Unit 5: 643
W.9.2.e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	SE/TE: Remarks on the Assassination of Martin Luther King, Jr.: 297, Whole Class Performance Task: Unit 2: 172, Unit 3: 302, Unit 4: 498, Unit 5: 644
W.9.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented.	SE/TE: Whole Class Performance Task: Unit 3: 302, Unit 5: 640–645, Performance- Based Assessment: Unit 3: 353, Unit 5: 691

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W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SE/TE: American History: 50, Whole Class Performance Task: Unit 1: 52, Unit 6: 736, Performance-Based Assessment: Unit 1: 118, Unit 6: 790, By the Waters of Babylon: 720, There Will Come Soft Rains: 734, the beginning of the end of the world; The Powwow on the End of the World; A Song on the End of the World: 769
W.9.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	SE/TE: Whole Class Performance Task: Unit 1: 52–57, Unit 6: 736–741, Performance- Based Assessment: 790–791
W.9.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SE/TE: Whole Class Performance Task: Unit 1: 53–55, Unit 6: 738, By the Waters of Babylon: 720
W.9.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SE/TE: Whole Class Performance Task: Unit 1: 52–57, Unit 6: 736–741, Performance- Based Assessment: 790–791
W.9.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	SE/TE: Whole Class Performance Task: Unit 1: 56, Unit 6: 739, There Will Come Soft Rains: 734
W.9.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SE/TE: American History: 50, Whole Class Performance Task: Unit 1: 56

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Production and Distribution of Writing	
W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SE/TE: Whole Class Performance Task: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6, I Have a Dream; Letter from Birmingham Jail: 292, The Odyssey, Part 2: 622
W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: Whole Class Performance Task: Unit 1, Unit 2, Unit 3, Unit 4, Unit 5, Unit 6
W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	SE/TE: The Writing on the Wall: 87, Small Group Performance Task: Unit 1: 110, Unit 3: 334–345, Unit 5: 682–683, Unit 6: 782–783, The Voyage of the James Caird, The Endurance and the James Caird in Images: 200–201, The Hero's Adventure: 667, By the Waters of Babylon: 721, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 780–781, Performance-Based Assessment: Unit 3: 354, Unit 4: 540, Unit 6: 792
Research to Build and Present Knowledge	
W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	SE/TE: The Writing on the Wall: 86, Whole Class Performance Task: Unit 3: 298, Remembering Civil Rights History, When "Words Meant Everything": 311, Lessons of MLK, Jr.: 332, Performance-Based Assessment: Unit 3: 352, The Hero's Adventure: 666, The Nuclear Tourist: 757
W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	SE/TE: Whole Group Performance Task: Unit 3: 299, 301, Performance-Based Assessment: Unit 3: 352, The Nuclear Tourist: 757

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W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	SE/TE: Performance-Based Assessment: Unit 1: 118, Unit 2: 246, Unit 3: 352, Unit 4: 538, The Hero's Adventure: 666, The Nuclear Tourist: 757, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 781
W.9.9.a Apply grades 9–10 Reading standards to literature.	SE/TE: Pyramus and Thisbe: 492, The Odyssey; The Odyssey: A Graphic Novel: 632
W.9.9.b Apply grades 9–10 Reading standards to literary nonfiction.	SE/TE: A Quilt of a Country; The Immigrant Contribution: 34, I Have a Dream; Letter from Birmingham Jail: 292, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 780
Range of Writing	
W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	SE/TE: Whole Class Performance Task: Unit 1: 52, Unit 2: 168, Unit 4: 494, Unit 5: 640, Unit 6: 736, Performance-Based Assessment: Unit 2: 246, Unit 3: 298, Unit 3: 352, Unit 4: 538, Unit 5: 690
Grade 9 Speaking and Listening Standards	
Comprehension and Collaboration	
SL.9.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	SE/TE: Share Your Independent Learning: 116, 244, 350, 688, 788, The Odyssey, Part 1: 593, The Odyssey, Part 2: 622, Courage; Ithaka; The Narrow Road of the Interior: 681
SL.9.1.a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	SE/TE: Small Group Performance Task: Unit 1: 110–111, I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, The Odyssey, Part 1: 593
SL.9.1.b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	SE/TE: I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, The Odyssey, Part 1: 593, Students will address this standard in Working as a Team features which appear in the Small Group Learning Overview lessons.

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SL.9.1.c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SE/TE: Morning Talk; Immigrant Picnic: 109, Traveling: 343, Students will address this standard in Launch Activity features which appear in the Unit Introduction and in Working as a Team features which appear in the Small Group Learning Overview lessons.
SL.9.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	SE/TE: Morning Talk; Immigrant Picnic: 109, Students will address this standard in Launch Activity features which appear in the Unit Introduction, in Working as a Team features which appear in the Small Group Learning Overview lessons, and Group Discussion Tips which appear throughout the program.
SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	SE/TE: Remembering Civil Rights History, When "Words Meant Everything": 310, By the Waters of Babylon: 720, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 769
SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	SE/TE: The Key to Disaster Survival? Friends and Neighbors: 166, Remarks on the Assassination of Martin Luther King, Jr.: 296, The Odyssey, Part 2: 622
Presentation of Knowledge and Ideas	
SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	SE/TE: Rules of the Game: 77, Small Group Performance Task: Unit 1: 110, Unit 2: 238, Unit 3: 344, Unit 4: 530, Unit 5: 682, Unit 6: 782, Performance-Based Assessment: Unit 1: 120, Unit 2: 248, Unit 3: 354, Unit 4: 540, Unit 5: 692, 693, The Seventh Man: 150, The Moral Logic of Survivor Guilt: 162, Remarks on the Assassination of Martin Luther King, Jr.: 297, For My People; Incident: 321, Romeo and Juliet: 423, 465, 484, By the Waters of Babylon: 720, There Will Come Soft Rains: 734, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 769, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 781

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SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	SE/TE: The Writing on the Wall: 86, Small Group Performance Task: Unit 1: 110, Unit 2: 239, Unit 3: 345, Unit 4: 531, Unit 5: 683, Unit 6: 783, The Voyage of the James Caird & The Endurance and the James Caird in Images: 201, The Value of a Sherpa Life: 222, Performance-Based Assessment: Unit 3: 354, Unit 4: 540, Unit 6: 792, By the Waters of Babylon: 720, Radiolab: War of the Worlds; The Myth of the War of the Worlds Panic: 780, 781
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	SE/TE: Small Group Performance Task: Unit 1: 110, Unit 3: 345, Unit 5: 683, Unit 6: 783, I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, Performance- Based Assessment: Unit 3: 352, Unit 4: 540, Romeo and Juliet: 423
Grade 9 Language Standards	
Conventions of Standard English	
L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SE/TE: Rules of the Game: 76, Life of Pi: 214, I Have a Dream: 268, Romeo and Juliet: 482, The Odyssey, Part 2: 620, The Return: 658, The Hero's Adventure: 666, Courage; Ithaka; The Narrow Road of the Interior: 680, Whole Class Performance Task: Unit 6: 740
L.9.1.a Use parallel structure.	SE/TE: I Have a Dream: 268, Romeo and Juliet: 482, There Will Come Soft Rains: 732
L.9.1.b Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.	SE/TE: The Immigrant Contribution: 32, American History: 48, Rules of the Game: 76, The Seventh Man: 148, Whole Class Performance Task: Unit 6: 739, The Voyage of the James Caird: 192, The Life of Pi: 214, Letter from Birmingham Jail: 290, Twenty Years On: 523, The Hero's Adventure: 666
L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	SE/TE: The Moral Logic of Survivor Guilt: 160, For My People; Incident: 320, Traveling: 342, By the Waters of Babylon: 718, There Will Come Soft Rains: 732

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L.9.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	SE/TE: The Moral Logic of Survivor Guilt: 160, For My People; Incident: 320, Lessons of MLK, Jr.: 332
L.9.2.b Use a colon to introduce a list or quotation.	SE/TE: The Moral Logic of Survivor Guilt: 160, Whole Class Performance Task: Unit 4: 497
L.9.2.c Spell correctly.	SE/TE: I Have a Dream: 268, Whole Class Performance Task: Unit 5: 643, 645, Unit 6: 740
Knowledge of Language	
L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SE/TE: A Quilt of a Country; The Immigrant Contribution: 34, Morning Talk; Immigrant Picnic: 108, Whole Class Performance Task: Unit 2: 168, 172, The Odyssey, Part 2: 620, The Nuclear Tourist: 756
L.9.3.a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.	SE/TE: Research: R30–33
Vocabulary Acquisition and Use	
L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies	SE/TE: Morning Talk; Immigrant Picnic: 98, 106, The Voyage of the James Caird: 191, Life of Pi: 202, I Am Offering This Poem; The Writer; Hugging the Jukebox: 224, The Return: 650
L.9.4.a Use context as a clue to the meaning of a word or phrase.	SE/TE: Rules of the Game: 62, The Writing on the Wall: 78, With a Little Help From My Friends: 88, The Voyage of the James Caird: 178, The Value of a Sherpa Life: 216, For My People; Incident: 312, Lessons of MLK, Jr.: 322, Traveling: 334, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 504, The Hero’s Adventure: 660, Courage; Ithaka; The Narrow Road of the Interior: 668, The Nuclear Tourist: 746, The Myth of the War of the Worlds Panic: 774

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Common Core State Standards for English Language Arts	myPerspectives Grade 9
L.9.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.	SE/TE: A Quilt of a Country: 20, The Immigrant Contribution: 32, The Writing on the Wall: 84, With a Little Help From My Friends: 94, The Seventh Man: 148, The Moral Logic of Survivor Guilt: 160, Life of Pi: 212, The Value of a Sherpa Life: 220, I Am Offering This Poem; The Writer; Hugging the Jukebox: 224, 234, I Have a Dream: 268, Letter From Birmingham Jail: 290, For My People; Incident: 318, Lessons of MLK, Jr.: 330, Traveling: 340, Romeo and Juliet: 397, 421, 447, 463, Romeo and Juliet Is a Terrible Play; In Defense of Romeo and Juliet: 512, Twenty Years On: 516, 521, The Odyssey, Part 1: 591, The Odyssey, Part 2: 620, The Return: 650, 656, Courage; Ithaka; The Narrow Road of the Interior: 678, By the Waters of Babylon: 718, There Will Come Soft Rains: 732, The Nuclear Tourist: 754, the beginning of the end of the world; The Powwow on the End of the World; A Song on the End of the World: 758, 766
L.9.4.c Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	SE/TE: American History: 48, The Moral Logic of Survivor Guilt: 160, For My People; Incident: 318, The Hero's Adventure: 664, Whole Class Performance Task: Unit 5: 643, 645, The Nuclear Tourist: 754, the beginning of the end of the world; The Powwow at the End of the World; A Song on the End of the World: 766
L.9.4.d Verify the preliminary determination of the meaning of a word or phrase.	SE/TE: The Immigrant Contribution: 22, Rules of the Game: 74, Traveling: 334, Twenty Years On: 521, Courage; Ithaka; The Narrow Road of the Interior: 668, There Will Come Soft Rains: 732
L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SE/TE: American History: 48, I Am Offering This Poem; The Writer; Hugging the Jukebox: 236, Letter From Birmingham Jail: 290, Romeo and Juliet: 463, 482, Pyramus and Thisbe: 491, The Odyssey, Part 1: 591, The Return: 656, The Hero's Adventure: 664, Courage; Ithaka; The Narrow Road of the Interior: 678, By the Waters of Babylon: 718, There Will Come Soft Rains: 730

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L.9.5.a Interpret figures of speech in context and analyze their role in the text.	SE/TE: With a Little Help from My Friends: 96, Morning Talk; Immigrant Picnic: 108, I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, Romeo and Juliet: 399, 464
L.9.5.b Analyze nuances in the meaning of words with similar denotations.	SE/TE: Rules of the Game: 74, The Seventh Man: 148, Letter from Birmingham Jail: 290, Romeo and Juliet: 482
L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	SE/TE: Unit Goals: Unit 1: 4, Unit 2: 124, Unit 3: 252, Unit 4: 358, Unit 5: 544, Unit 6: 696, The Key to Disaster Survival? Friends and Neighbors: 164, The Endurance and the James Caird in Images: 194, Tragic Romeo and Juliet Offers Bosnia Hope: 524, 527, The Odyssey: A Graphic Novel: 624, 631, Application for a Mariner’s License: 634, By the Waters of Babylon: 716, The Nuclear Tourist: 756, Radiolab: War of the Worlds: 770, 772