

## A Correlation of



**Grade 9, ©2017**

**To the**

**Colorado Academic Standards  
Reading, Writing, and Communicating  
Grade 9**



# A Correlation of *myPerspectives*, Grade 9 to the Colorado Academic Standards, Reading, Writing, and Communicating

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Colorado Academic Standards, Reading, Writing, and Communicating**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

*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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| 9-10 - Ninth / Tenth Grade Band   |   |
| <b>(RW.9-10.1) Oral Expression and Listening</b>  |   |
| (RW.9-10.1.1) Respond to others' ideas, and evaluate perspective and rhetoric.  |   |
| (1) Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.   | <p><b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693; Share Your Independent Learning, 116, 244, 350, 536, 688; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700; 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,</p> <p><b>TE only:</b> Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553; Digital Perspectives, 167, 210, 453, 485, 796; Analyze Craft and Structure, 448</p> <p><u>Additional Resources</u><br/>Common Core Companion, 280</p> |
| (RW.9-10.1.1.a) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |   |
| (RW.9-10.1.1.a.i) 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.       | <p><b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694; Share Your Independent Learning, 116, 244, 350, 536, 688; Working as a Team, 60; Speaking and Listening, 237, 343, 593, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 7004; 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</p> <p><b>TE only:</b> Personalize for Learning, 28, 40, 42, 51, 83, 449, 468, 553, 641, 737; Digital Perspectives, 167, 210, 453, 485; Analyze Craft and Structure, 448</p> <p><u>Additional Resources</u><br/>Common Core Companion, 280</p> |

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| (RW.9-10.1.1.a.ii) Work with peers to set rules for collegial discussions and decision-making (for example: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.              | <b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623<br><br><u>Additional Resources</u><br>Common Core Companion, 280   |
| (RW.9-10.1.1.a.iii) 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.        | <b>SE/TE:</b> 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<br><br><u>Additional Resources</u><br>Common Core Companion, 280   |
| (RW.9-10.1.1.a.iv) 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. | <b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; Speaking and Listening, 343; Job Interview, 639<br><br><u>Additional Resources</u><br>Common Core Companion, 280  |
| (RW.9-10.1.1.b) Integrate multiple sources of information presented in diverse media or formats (for example: visually, quantitatively, orally) evaluating the credibility and accuracy of each source.   | <b>SE/TE:</b> Media: Radio Broadcast: The Key to Disaster Survival? Friends and Neighbors, 164; Media: Video: Remarks on the Assassination of Martin Luther King, Jr., 297; Media: Newscast: Remembering Civil Rights History, “When Words Meant Everything”, 310; Oral Presentation, 769; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Digital Presentation, 87, 223; Small Group Performance Task, 238–239, 530–531; Annotated Illustration, 321; Multimedia Timeline, 721; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Record a Podcast, 485<br><br><u>Additional Resources</u><br>Common Core Companion, 282–283 |

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| (RW.9-10.1.1.c) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.   | <p><b>SE/TE:</b> Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources &amp; Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308–311; Speaking and Listening: Debate, 623<br/> <b>TE only:</b> Speaking and Listening, 167</p> <p><u>Additional Resources</u><br/> Common Core Companion, 286–292</p>  |
| (RW.9-10.1.2) Organize and develop credible presentations tailored to purpose and audience.   |  |
| (2) Deliver effective oral presentations for varied audiences and varied purposes.  | <p><b>SE/TE:</b> Small Group Performance Task, 110–111, 238, 344, 530, 682, 782; Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Classroom Debate, 465, 623; Multimedia Timeline, 721; Oral Presentation, 248, 769; Listener Comment, 167; Monologue, 51; Theater Production, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p> <p><u>Additional Resources</u><br/> Common Core Companion, 293–299</p> |
| (RW.9-10.1.2.a) 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. | <p><b>SE/TE:</b> Small Group Performance Task, 110–111, 238, 344, 530, 682, 782; Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Classroom Debate, 465, 623; Multimedia Timeline, 721; Oral Presentation, 248, 769; Listener Comment, 167; Monologue, 51; Theater Production, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p> <p><u>Additional Resources</u><br/> Common Core Companion, 293–299</p> |

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|--|--|
| (RW.9-10.1.2.b) Make strategic use of digital media (for example: textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | <p><b>SE/TE:</b> Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Digital Presentation, 87, 223; Multimedia Timeline, 721; Podcast, 110–111, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Create a Script, 780; Small Group Performance Task, 239, 345, 531</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 300–301</p>            |
| (RW.9-10.1.2.c) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  | <p><b>SE/TE:</b> Performance Task, 110, 345, 683, 782; Speaking and Listening: Oral Presentation, 237; Performance Task: Present an Argument, 238–239; Multimedia Presentation, 321, 354; Dramatic Interpretation, 423; Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 302–308</p>  |
| (RW.9-10.1.2.d) Use feedback to evaluate and revise the presentation.  | <p><b>SE/TE:</b> Performance-Based Assessment, 120, 354, 540, 692, 693; Speaking and Listening: Classroom Debate, 465, 623; Multimedia Timeline, 721; Oral Presentation, 248, 769; Listener Comment, 167; Monologue, 51; Theater Production, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 293–299</p> |

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| <b>(RW.9-10.2) Reading for All Purposes</b>   |  |
| (RW.9-10.2.1) Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.  |  |
| (3) Read a wide range of literary texts to build knowledge and to better understand the human experience.   | <p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary fiction selections include the following:</u><br/>The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It on the Mountain)</p> <p><u>Additional Resources</u><br/>Common Core Companion, 76–82</p> |
| (RW.9-10.2.1.a) Use Key Ideas and Details to:   |  |
| (RW.9-10.2.1.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <p><b>SE/TE:</b> Cite Textual Evidence, 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; Infer, 716; Draw Conclusions, 730</p> <p><i>In addition, students address this standard in Analyze the Text features which appear with every literature selection.</i></p> <p><u>Additional Resources</u><br/>Common Core Companion, 2–14</p>  |



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| (RW.9-10.2.1.a.ii) 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.   | <p><b>SE/TE:</b> Summary, 8; Characters Develop Theme, 75; Development of Theme, 235; Practice, 341; Reflect on Your Writing, 484; Writing to Compare: Archetypal Theme, 492–493; Theme and Poetic Structure, 767</p> <p><b>TE only:</b> Author’s Word Choice, 20; Narrative Fiction, 64; Theme, 101, 475, 479, 489, 670; Challenge, 105, 233, 396; Small-Group Close Reading, 204; Small-Group Learning, 313; Infer Theme, 509; Analyzing Themes, 229, 495</p> <p><u>Additional Resources</u><br/>Common Core Companion, 15–27</p>   |
| (RW.9-10.2.1.a.iii) Analyze how complex characters (for example: those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  | <p><b>SE/TE:</b> Author’s Style: Exposition and Dialogue, 55; Complex Characters, 75; Characters, 213; Elements of Drama, 398; Character Development, 719</p> <p><b>TE only:</b> Analyze Character, 37, 40, 104, 134, 208, 210, 379, 388, 415, 603</p> <p><u>Additional Resources</u><br/>Common Core Companion, 28–34</p>  |
| (RW.9-10.2.1.b) Use Craft and Structure to:   |   |
| (RW.9-10.2.1.b.i) 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 (for example: how the language evokes a sense of time and place; how it sets a formal or informal tone). | <p><b>SE/TE:</b> Author’s Style: Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 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</p> <p><u>Additional Resources</u><br/>Common Core Companion, 35–47;<br/>myPerspectives+ Reading Skills and Literary Analysis: Figurative Language; Reading Skills and Literary Analysis: Sound Devices; Reading Skills and Literary Analysis: Rhyme</p> |

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| (RW.9-10.2.1.b.ii) Analyze how an author’s choices concerning how to structure a text, order events within it (for example: parallel plots), and manipulate time (for example: pacing, flashbacks) create such effects as mystery, tension, or surprise.             | <p><b>SE/TE:</b> Analyze Craft and Structure: Narrative Structure, 47; Author’s Style: Exposition and Dialogue, 55; Complex Characters, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717</p> <p><u>Additional Resources</u><br/>Common Core Companion, 48–54</p>  |
| (RW.9-10.2.1.b.iii) 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.   | <p><b>SE/TE:</b> <i>Life of Pi</i> (complex characters), 213; <i>Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet</i>, 516–521; <i>The Odyssey</i> (Oral Tradition), 592, 618; <i>The Return</i>, 651–656; <i>Ithaka</i>; <i>The Narrow Road of the Interior</i> (Point of View), 680; <i>A Song on the End of the World</i>, 766–768</p> <p><u>Additional Resources</u><br/>Common Core Companion, 55–61</p> |
| (RW.9-10.2.1.c) Use Integration of Knowledge and Ideas to:   |   |
| (RW.9-10.2.1.c.i) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example: Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). | <p><b>SE/TE:</b> Speaking and Listening: Listen to a Scene from <i>Romeo and Juliet</i>, 485; Analyze the Media, 631; Writing to Compare, 632–633</p> <p><b>TE only:</b> Planning: from “<i>The Odyssey: A Graphic Novel</i>”, 624A</p> <p><u>Additional Resources</u><br/>Common Core Companion, 62–67</p>   |

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| <p>(RW.9-10.2.1.c.ii) Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> | <p><b>SE/TE:</b> "I Have a Dream", 261–267; Background for the Play: Romeo and Juliet, 375; 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; Comparing Text to Media: The Myth of the <i>War of the Worlds</i> Panic, 774–779</p> <p><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> RadioLab: "War of the Worlds", 770A; The Myth of the War of the Worlds Panic, 774A</p> <p><u>Additional Resources</u><br/>Common Core Companion, 69–75</p> |
| <p>(RW.9-10.2.1.c.iii) Analyze the influence of literary and/or historical context on a text and evaluate the contribution to society made by works of literature that deal with similar topics and themes.</p>                                | <p><b>SE/TE:</b> <i>Life of Pi</i> (complex characters), 213; <i>Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet</i>, 516–521; <i>The Odyssey</i> (Oral Tradition), 592, 618; <i>The Return</i>, 651–656; <i>Ithaka</i>; <i>The Narrow Road of the Interior</i> (Point of View), 680; <i>A Song on the End of the World</i>, 766–768</p> <p><u>Additional Resources</u><br/>Common Core Companion, 55–61</p>  |

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| <b>(RW.9-10.2.1.d) Use Range of Reading and Complexity of Text to:</b>   |  |
| <p>(RW.9-10.2.1.d.i) 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.</p> | <p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary fiction selections include the following:</u><br/>The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It on the Mountain)</p> <p><u>Additional Resources</u><br/>Common Core Companion, 76–82</p> |
| <p>(RW.9-10.2.1.d.ii) By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p>                      | <p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary fiction selections include the following:</u><br/>The Seventh Man, 132; Life of Pi, 202; The Odyssey, A Graphic Novel, 624; The Return, 650; There Will Come Soft Rains, 722</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: The Joy Luck Club; The Call of the Wild; The Color Purple; Go Tell It on the Mountain)</p> <p><u>Additional Resources</u><br/>Common Core Companion, 76–82</p> |

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| (RW.9-10.2.2) Understand the logical progression of ideas in increasingly complex texts.   |   |
| (4) Read a wide range of informational texts to build knowledge and to better understand the human experience.   | <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 774; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 779; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary nonfiction and informational text selections include the following:</u><br/> <i>A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; 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 a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</i></p> |
| (RW.9-10.2.2.a) Use Key Ideas and Details to:  |   |
| (RW.9-10.2.2.a.i) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | <p><b>SE/TE:</b> Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638</p> <p><u>Additional Resources</u><br/> Common Core Companion, 84–96</p>  |
| (RW.9-10.2.2.a.ii) 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. | <p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; Write It, 222; Write a Summary, 128, 256, 548</p> <p><b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><u>Additional Resources</u><br/> Common Core Companion, 97–109</p>   |

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| (RW.9-10.2.2.a.iii) 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.  | <p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims and Ideas, 221; Argument, 289; Structure, 341; Organization, 514; Read It &amp; Write It, 222; Write a Summary, 128, 256, 548</p> <p><b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><u>Additional Resources</u><br/>Common Core Companion, 110–116</p>                 |
| (RW.9-10.2.2.b) Use Craft and Structure to:   |   |
| (RW.9-10.2.2.b.i) 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 (for example: how the language of a court opinion differs from that of a newspaper). | <p><b>SE/TE:</b> Context Clues, 30, 98, 312, 660; Sound Devices, 86; Figurative Language, 96; Word Choice, 193; Multiple-Meaning Words, 106, 191, 491; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754</p> <p><u>Additional Resources</u><br/>Common Core Companion, 117–129</p>  |
| (RW.9-10.2.2.b.ii) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (for example: a section or chapter).   | <p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159, 665; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Read It &amp; Write It, 222; Write a Summary, 128, 256, 548</p> <p><b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p> <p><u>Additional Resources</u><br/>Common Core Companion, 130–136</p> |

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|---|--|
| (RW.9-10.2.2.b.iii) 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.  | <p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Purpose and Persuasion, 31; Development of Ideas, 159, 665; Author’s Claims and Ideas, 221; Use of Rhetoric, 222; Argument, 267, 289; Argumentative Text, 513; Travel Journalism, 755</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709</p> <p><u>Additional Resources</u><br/>Common Core Companion, 137–149</p>   |
| (RW.9-10.2.2.c) Use Integration of Knowledge and Ideas to:  |  |
| (RW.9-10.2.2.c.i) Analyze various accounts of a subject told in different mediums (for example: a person’s life story in both print and multimedia), determining which details are emphasized in each account.                  | <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; Comparing Text to Media: The Myth of the <i>War of the Worlds</i> Panic, 774–779</p> <p><b>TE only:</b> Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from</i> RadioLab: “War of the Worlds”, 770A; The Myth of the War of the Worlds Panic, 774A</p> <p><u>Additional Resources</u><br/>Common Core Companion, 150–156</p> |
| (RW.9-10.2.2.c.ii) 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. | <p><b>SE/TE:</b> Analyze 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</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p> <p><u>Additional Resources</u><br/>Common Core Companion, 157–163</p>   |

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|---|--|
| (RW.9-10.2.2.c.iii) By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: the Magna Carta, Machiavelli’s The Prince, Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they influence and address related themes and concepts over the course of time. | <p><b>SE/TE:</b> “I Have a Dream” 260–269; “Letter from Birmingham Jail” 270–293</p> <p><b>TE only:</b> Planning &amp; Personalize for Learning, 260A–260D, 270A–270D</p> <p><u>Additional Resources</u><br/>Common Core Companion, 164–170</p>  |
| (RW.9-10.2.2.d) Use Range of Reading and Complexity of Text to:   |  |
| (RW.9-10.2.2.d.i) 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.   | <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 774; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 779; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary nonfiction and informational text selections include the following:</u><br/><i>A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; 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 a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</i></p> |



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| (RW.9-10.2.2.d.ii) By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.                                     | <p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 774; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 779; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 786; Close-Read Guide, 115, 242, 349, 535, 687, 787</p> <p><u>Literary nonfiction and informational text selections include the following:</u><br/> <i>A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; The Writing on the Wall, 78; With a Little Help From My Friends, 88; 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 a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</i></p> |
| (RW.9-10.2.3) Utilize context, parts of speech, grammar, and word choice to understand narrative, argumentative, and informational texts.  |   |
| (5) Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking. | <p><b>SE/TE:</b> Author’s Style: Diction, 719, 756; Figurative Language, 236, 399, 679; Rhetoric, 222; Sound Devices, 86; Use of Language, 768; Word Choice, 21, 108, 193; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746; Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666</p> <p><u>Additional Resources</u><br/> Common Core Companion, 320–321</p>   |

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| (RW.9-10.2.3.a) 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.   |  |
| (RW.9-10.2.3.a.i) Use context (for example: the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  | <p><b>SE/TE:</b> Context Clues, 98, 312, 334, 660; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 770; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 322–323</p>   |
| (RW.9-10.2.3.a.ii) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (for example: analyze, analysis, analytical; advocate, advocacy).   | <p><b>SE/TE:</b> Word Study Skills: Word Changes, 268; Word Families, 482, 718; 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</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 324–325</p> |
| (RW.9-10.2.3.a.iii) Consult general and specialized reference materials (for example: dictionaries, glossaries, thesauruses), 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. | <p><b>SE/TE:</b> Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340</p> <p><b>TE only:</b> Dictionary, 144; Unfamiliar Words, 605, 781</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 326–327</p>  |
| (RW.9-10.2.3.a.iv) Verify the preliminary determination of the meaning of a word or phrase (for example: by checking the inferred meaning in context or in a dictionary).  | <p><b>SE/TE:</b> Concept Vocabulary, 12, 36, 94, 98, 106, 260, 268, 270, 334, 374, 400, 424, 450, 466, 516, 754, 766</p> <p><u><i>Additional Resources</i></u><br/>Common Core Companion, 328–329</p>  |

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|---|---|
| (RW.9-10.2.3.b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   |   |
| (RW.9-10.2.3.b.i) Interpret figures of speech (for example: euphemism, oxymoron) in context and analyze their role in the text.   | <p><b>SE/TE:</b> Word Study: Connotation and Denotation, 74; Author’s Style: Word Choice, 108; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><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</p> <p><u>Additional Resources</u><br/>Common Core Companion, 330–331</p>                                 |
| (RW.9-10.2.3.b.ii) Analyze nuances in the meaning of words with similar denotations.  | <p><b>SE/TE:</b> Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756</p> <p><u>Additional Resources</u><br/>Common Core Companion, 332–333</p>  |
| (RW.9-10.2.3.c) 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. | <p><b>SE/TE:</b> Word Network, 7, 127, 255, 361, 547, 699; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746; 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; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 524, 527, 624, 631, 770, 772; Diction, 756</p> <p><u>Additional Resources</u><br/>Common Core Companion, 334–335</p> |

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|--|---|
| <b>(RW.9-10.3) Writing and Composition</b>   |   |
| (RW.9-10.3.1) Write well-developed, unbiased arguments that are supported by substantive, valid reasoning and evidence.  |   |
| (6) Craft arguments using techniques specific to the genre.  | <p><b>SE/TE:</b> Performance Task: Write an Argument, 168–173; Write an Argument, 494–499; Performance Based Assessment, 245–246, 537–538; Writing to Sources: Argument, 215; Critical Review, 150; Persuasive Letter, 484; Criticism, 515; Develop Your Argument, 785; Review Graphic Novel, 632–633; Writing to Compare: Opinion Article, 528–529</p> <p><u>Additional Resources</u><br/>Common Core Companion, 179–189</p> |
| (RW.9-10.3.1.a) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |   |
| (RW.9-10.3.1.a.i) 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.                | <p><b>SE/TE:</b> Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Write a Claim, 169; Elements of Literary Criticism, 494; Argument, 215; Review Evidence for an Argument, 245, 537; Writing to Sources: Argument, 538; Criticism, 515</p> <p><u>Additional Resources</u><br/>Common Core Companion, 190–201</p>   |
| (RW.9-10.3.1.a.ii) 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.                   | <p><b>SE/TE:</b> Elements of an Argument, 168; Writing a Claim, 169; Elements of Literary Criticism, 494; Drafting, 496; Supporting Arguments, 497; Writing to Sources: Critical Review, 150; Argument, 215, 245, 246–247, 538</p> <p><b>TE only:</b> Take a Stand, 331</p> <p><u>Additional Resources</u><br/>Common Core Companion, 181, 183</p>  |
| (RW.9-10.3.1.a.iii) 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. | <p><b>SE/TE:</b> Elements of an Argument, 168; Create Cohesion: Transitions, 171; Word Choice, 172; Elements of Literary Criticism, 494; Writing to Sources: Argument, 246</p> <p><b>TE only:</b> Take a Stand, 331</p> <p><u>Additional Resources</u><br/>Common Core Companion, 184</p>   |

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| (RW.9-10.3.1.a.iv) Determine purpose for writing and use rhetorical appeals (i.e., ethos, pathos, logos) to address audience expectations and needs.                 | <p><b>SE/TE:</b> Elements of an Argument, 168; Write a First Draft, 170; Revising for Evidence and Elaboration: Word Choice: Tone, 172; Gather Evidence and Media Examples, 238; Audience, 239; Elements of Literary Criticism, 494; Writing for a Purpose, 495; Check for Understanding, 498; also see: Argument (Rhetorical Devices), 289</p> <p><u>Additional Resources</u><br/>Common Core Companion, 190–201</p>   |
| (RW.9-10.3.1.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | <p><b>SE/TE:</b> Writing to Sources: Critical Review, 150; Elements of an Argument, 168; Revising, 172, 498; Elements of Literary Criticism, 494; Drafting, 496; Writing to Sources: Argument, 246; Public Opinion Report, 333</p> <p><u>Additional Resources</u><br/>Common Core Companion, 184</p>  |
| (RW.9-10.3.1.a.vi) Provide a concluding statement or section that follows from and supports the argument presented.  | <p><b>SE/TE:</b> Conclusion, 170; Evaluating Your Draft, 498</p> <p><u>Additional Resources</u><br/>Common Core Companion, 185</p>  |
| (RW.9-10.3.2) Write informative/explanatory texts using complex ideas and organizational structures and features that are useful to audience comprehension.          |   |
| (7) Craft informational/explanatory texts using techniques specific to the genre.  | <p><b>SE/TE:</b> Performance Task: Write an Informative Essay, 298–303; Write an Explanatory Essay, 640–645; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Essay, 311; Chat Board Post, 659; Team Report, 333; Biography, 622; Job Application, 639; Performance-Based Assessment: Informative Essay, 351–352; Explanatory Essay, 689–691; Explanatory Text/Podcast, 692–693</p> <p><u>Additional Resources</u><br/>Common Core Companion, 190–201</p> |

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|---|---|
| (RW.9-10.3.2.a) 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.   |   |
| (RW.9-10.3.2.a.i) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. | <p><b>SE/TE:</b> Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Elements of an Explanatory Essay, 640; Writing to Sources: Encyclopedia Entry, 162; Informative Essay, 352–353; Writing to Compare, 292–293, 492–493</p> <p><u>Additional Resources</u><br/>Common Core Companion, 192</p>   |
| (RW.9-10.3.2.a.ii) 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.  | <p><b>SE/TE:</b> Elements of an Informative Text, 298; Prewriting/ Planning, 299, 641; Drafting, 300, 642; Elements of an Explanatory Essay, 640; Writing to Compare, 292–293, 492–493; Writing to Sources: Essay, 97; Encyclopedia Entry, 162; Newspaper Report, 297; Informative Essay, 352</p> <p><u>Additional Resources</u><br/>Common Core Companion, 194</p>                             |
| (RW.9-10.3.2.a.iii) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   | <p><b>SE/TE:</b> Writing to Compare, 292–293; Elements of an Informative Text, 298; Revising, 302; Elements of an Explanatory Essay, 640; Revising, 644; Writing to Sources: Compare-and-Contrast Essay, 293; Transitions, 332; Author’s Style, 514</p> <p><u>Additional Resources</u><br/>Common Core Companion, 195</p>   |
| (RW.9-10.3.2.a.iv) Use precise language and domain-specific vocabulary to manage the complexity of the topic.   | <p><b>SE/TE:</b> Elements of an Informative Text, 298; Prewriting/ Planning, 299; Using Precise Language, 300; Revising, 302; Elements of an Explanatory Essay, 640; Drafting, 642; Writing to Compare: Compare-and-Contrast Essay, 293; Newspaper Report, 297; Check for Accuracy: Using a Dictionary and Thesaurus, 643</p> <p><u>Additional Resources</u><br/>Common Core Companion, 197</p> |

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| (RW.9-10.3.2.a.v) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  | <b>SE/TE:</b> Revising, 302; Elements of an Explanatory Essay, 640; Revising, 644; Writing to Sources: Listener Comment, 167; Newspaper Report, 297; Informative Essay, 352–353; Writing to Compare, 492–493<br><br><u>Additional Resources</u><br>Common Core Companion, 197 |
| (RW.9-10.3.2.a.vi) Provide a concluding statement or section that follows from and supports the information or explanation presented (for example, articulating implications or the significance of the topic).                               | <b>SE/TE:</b> Elements of an Informative Text, 298; Revising, 302, 644; Writing to Compare, 492–493; Elements of an Explanatory Essay, 640<br><br><u>Additional Resources</u><br>Common Core Companion, 196   |
| (RW.9-10.3.3) Write engaging real or imagined narratives using multiple plot lines.   |   |
| (8) Craft narratives using techniques specific to the genre.  | <b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–743; Writing to Sources: Alternative Endings, 50; Sequel, 720; Short Story, 734<br><br><u>Additional Resources</u><br>Common Core Companion, 202–212                              |
| (RW.9-10.3.3.a) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   |   |
| (RW.9-10.3.3.a.i) Engage and orient the reader by setting out a problem, situation, or observation, establishing multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | <b>SE/TE:</b> Choose an Event to Explore, 53; Structure the Sequence, 53; Writing to Sources: Sequel, 720; Prewriting/Planning, 737<br><br><u>Additional Resources</u><br>Common Core Companion, 204, 205   |
| (RW.9-10.3.3.a.ii) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   | <b>SE/TE:</b> Write a Nonfiction Narrative: Prewriting/Planning, 53; Drafting, 54, 738; Exposition and Dialogue, 55; Revising: Dialogue, 56; Write It!, 719<br><br><u>Additional Resources</u><br>Common Core Companion, 207  |

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| (RW.9-10.3.3.a.iii) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  | <b>SE/TE:</b> Writing to Sources, 720; Organize Your Narrative, 738; Revising: Use Narrative Techniques, 740<br><br><i>Additional Resources</i><br>Common Core Companion, 207   |
| (RW.9-10.3.3.a.iv) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   | <b>SE/TE:</b> Write a Nonfiction Narrative: Prewriting/Planning, 53; Revising, 56; Writing to Sources: Sequel, 720; Short Story, 734; Language Development, 739; Revising, 740<br><br><i>Additional Resources</i><br>Common Core Companion, 208 |
| (RW.9-10.3.3.a.v) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.   | <b>SE/TE:</b> Performance Task: Narrative: Prewriting, 54; Writing to Sources: Alternative Ending, 50; Sequel, 720<br><br><i>Additional Resources</i><br>Common Core Companion, 206, 207  |
| (RW.9-10.3.3.a.vi) Use a range of stylistic devices (for example: poetic techniques, figurative language, imagery, graphic elements) to support the presentation of implicit or explicit themes or to engage and entertain the intended audience. | <b>SE/TE:</b> Write a Nonfiction Narrative: Prewriting/Planning, 53; Revising, 56; Writing to Sources: Sequel, 720; Short Story, 734; Language Development, 739; Revising, 740<br><br><i>Additional Resources</i><br>Common Core Companion, 208 |
| (RW.9-10.3.4) Use a recursive writing process to produce, publish, and update individual or shared writing projects.  |   |
| (9) Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.  | <b>SE/TE:</b> Performance Task: Editing/ Proofreading, 57, 173, 303, 499, 645, 741; Publishing and Presenting, 57, 173, 303, 499, 645, 741<br><br><i>Additional Resources</i><br>Common Core Companion, 220–226                                 |



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| (RW.9-10.3.4.a) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  |  |
| (RW.9-10.3.4.a.i) Use parallel structure.   | <p><b>SE/TE:</b> Author’s Style (Parallelism), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739<br/> <b>TE only:</b> Analyze Parallelism, 323</p> <p><u>Additional Resources</u><br/>           Common Core Companion, 310–311</p>  |
| (RW.9-10.3.4.a.ii) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. | <p><b>SE/TE:</b> Conventions: Types of Phrases, 49; Infinitives and Infinitive Phrases, 149; Transitions, 171; Participial Versus Absolute Phrases, 214; Phrases, 523; Active and Passive Voice, 658; Use Adverbial Clauses to Combine Sentences, 739; Relative Clause, 291</p> <p><u>Additional Resources</u><br/>           Common Core Companion, 312–313</p> |
| (RW.9-10.3.4.b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |  |
| (RW.9-10.3.4.b.i) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.   | <p><b>SE/TE:</b> Conventions: Punctuation, 161; Author’s Style: Punctuation, 320; Supporting Argument: Using Quotations, 497</p> <p><u>Additional Resources</u><br/>           Common Core Companion, 314–315</p>  |
| (RW.9-10.3.4.b.ii) Use a colon to introduce a list or quotation.  | <p><b>SE/TE:</b> Conventions: Punctuation, 161; Supporting Argument: Using Quotations, 497; Edit for Conventions, 499</p> <p><u>Additional Resources</u><br/>           Common Core Companion, 316–317</p>   |
| (RW.9-10.3.4.b.iii) Correctly spell frequently used words and consult reference materials (for example: dictionaries, both print and digital, spell check, and/or trusted peers and/or adults) to determine the spelling of less frequent vocabulary.                           | <p><b>SE/TE:</b> Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643</p> <p><u>Additional Resources</u><br/>           Common Core Companion, 318–319</p>   |

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| (RW.9-10.3.4.c) 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.                                |  |
| (RW.9-10.3.4.c.i) Write and edit work so that it conforms to the guidelines in a style manual (for example: MLA Handbook, or APA handbook) appropriate for the discipline and writing type.  | <b>SE/TE:</b> Editing and Proofreading, 57, 173, 303, 499, 645, 741  |
| (RW.9-10.3.4.d) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>(Grade-specific expectations for writing types are defined in expectations 1-2 above.) | <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, 736-743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 787; Writing to Compare, 34-35, 200-201, 292-293, 492-493, 528-529, 632-633, 780-781; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773<br><br><u>Additional Resources</u><br>Common Core Companion, 213-219 |
| (RW.9-10.3.4.e) 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.                             | <b>SE/TE:</b> Performance Task: Prewriting/ Planning, 53, 169, 299, 495, 641, 737; Drafting, 54, 170, 293, 300, 496, 642, 738; Revising, 56, 172, 293, 302, 498, 644, 740; Editing/ Proofreading, 57, 173, 303, 499, 645, 741; Publishing and Presenting, 57, 173, 303, 499, 645, 741<br><br><u>Additional Resources</u><br>Common Core Companion, 220-226   |

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| (RW.9-10.3.4.f) 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. | <p><b>SE/TE:</b> Research: Digital Presentation, 87; Media Examples, 238; Podcast, 485; Multimedia Timeline, 721; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 200–201, 344–345, 354, 540; Finding Sources, 757; Focus Your Research, 299; Research, 667</p> <p><b>TE only:</b> 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 Essay, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57</p> <p><u>Additional Resources</u><br/>Common Core Companion, 227–233</p> |
| (RW.9-10.3.4.g) 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.  | <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, 736–743; QuickWrite, 9, 115, 129, 243, 257, 349, 363, 535, 549, 687, 701, 787; Writing to Compare, 34–35, 200–201, 292–293, 492–493, 528–529, 632–633, 780–781; Writing to Sources, 50, 97, 118, 150, 162, 167, 215, 246, 297, 311, 333, 352, 449, 484, 515, 538, 622, 639, 659, 690, 720, 734, 773</p> <p><u>Additional Resources</u><br/>Common Core Companion, 263–272</p>                                 |

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| <b>(RW.9-10.4) Research Inquiry and Design</b>   |   |
| (RW.9-10.4.1) Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.   |   |
| (10) Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.   | <p><b>SE/TE:</b> Gather Evidence, 53, 110, 169, 641, 682; 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</p> <p><b>TE only:</b> Gather Evidence &amp; Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p> <p><u>Additional Resources</u><br/>Common Core Companion, 241–254</p> |
| (RW.9-10.4.1.a) 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. | <p><b>SE/TE:</b> 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; Research, 87, 299, 311, 511, 667, 757; Speaking and Listening, 167; Writing to Compare, 200–201; Gather Evidence and Media, 682</p> <p><b>TE only:</b> Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706; Personalize for Learning, 40, 272, 295, 468, 514, 526, 562, 595; Strategic Support, 70; Express and Reflect, 266</p> <p><u>Additional Resources</u><br/>Common Core Companion, 234–240</p>                                  |

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| (RW.9-10.4.1.b) Gather relevant information from multiple authoritative 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. | <p><b>SE/TE:</b> Gather Evidence, 53, 110, 169, 641, 682; 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</p> <p><b>TE only:</b> Gather Evidence &amp; Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p> <p><u>Additional Resources</u><br/>Common Core Companion, 241–254</p> |
| (RW.9-10.4.1.c) Draw evidence from literary or informational texts to support analysis, reflection, and research.   |   |
| (RW.9-10.4.1.c.i) Apply *grades 9-10 Reading standards to literature (for example: “Analyze how an author draws on and transforms source material in a specific work [for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).                                      | <p><b>SE/TE:</b> Performance-Based Assessment, 118, 246, 352, 538; Argument, 168–169; Literary Criticism, 494–495; Writing to Sources: Critical Review, 150; Criticism Texts, 515; Dual Character Study, 449; Essay, 311; Explanatory Essay, 690–691; Job Application, 639; Sequel, 720; Writing to Compare, 492–493, 632–633, 784–785; “I Have a Dream”, 261–267; Background for the Play: Romeo and Juliet, 375; Comparing Texts: “Pyramus and Thisbe”, 486–493; “Ithaka,” 672–673, 678; Comparing Texts: “The Odyssey: A Graphic Novel”, 624–633</p> <p><u>Additional Resources</u><br/>Common Core Companion, 255–258</p>   |
| (RW.9-10.4.1.c.ii) Apply grades 9-10 Reading standards to literary nonfiction (for example: “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”).                                     | <p><b>SE/TE:</b> Performance-Based Assessment, 118, 246, 352, 538; Argument, 168–169; Writing to Sources: Criticism Texts, 515; Essay, 96, 311; Explanatory Text, 690; Research Chernobyl, 757</p> <p><u>Additional Resources</u><br/>Common Core Companion, 259–262</p>  |