

A Correlation of



Grade 9, ©2017

To the

**North Carolina
English Language Arts Standards
Course of Study
Grade 9**



A Correlation of *myPerspectives*, Grade 9 ©2017 to the North Carolina English Language Arts Standard Course of Study

Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the North Carolina English Language Arts Standard Course of Study. 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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READING: LITERATURE	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>SE/TE: from <i>Life of Pi</i>, 212–213; <i>The Tragedy of Romeo and Juliet</i>, 397, 421, 447, 463, 480–481, “The Return,” 656–657; “By the Waters of Babylon,” 716–717; “There Will Come Soft Rains,” 730–731</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with every literature selection.</i></p> <p><u>Additional Coverage</u> SE/TE: “American History,” 40, 44; Rules of the Game, 63, 65, 70, 72; myPerspectives Plus: Common Core Companion, 2–3, 9</p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
RL.9-10.2 Determine a theme 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>SE/TE: [Theme] “I Am Offering This Poem” / “The Writer” / “Hugging the Jukebox,” 229, 235; <i>The Tragedy of Romeo and Juliet</i>, 405; “the beginning of the end of the world” / “The Powwow at the End of the World” / “A Song on the End of the World,” 767; Common Core Companion, 15–16; [Summary] <i>The Tragedy of Romeo and Juliet</i>, 445; Unit 6 Introduction, 700; myPerspectives Plus: Common Core Companion, 15, 22</p> <p><u>Additional Coverage</u> SE/TE: [Theme] “Rules of the Game,” 75; “Morning Talk,” 101; from <i>Life of Pi</i>, 203, 204, 208; “Pyramus and Thisbe,” 489 [Summary] <i>The Tragedy of Romeo and Juliet</i>, 396, 420, 446, 462, 479; “Pyramus and Thisbe,” 490; “By the Waters of Babylon,” 715</p> <p><i>Students practice writing summaries in the First Read and Comprehension activities, which appear throughout the program.</i></p>

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CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters , and advance the plot or develop the theme .	<p>SE/TE: "Rules of the Game," 74; from <i>Life of Pi</i>, 213; <i>The Tragedy of Romeo and Juliet</i>, 398, 415, 481; <i>The Odyssey, Part 1</i>, 592; "By the Waters of Babylon," 717, 719</p> <p><u>Additional Coverage</u> SE/TE: "American History," 47; myPerspectives Plus: Common Core Companion, 28–29</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text; analyze the cumulative impact of specific word choices on meaning and tone .	<p>SE/TE: "Rules of the Game," 66; from <i>Life of Pi</i>, 206; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 227, 231, 236; <i>The Odyssey, Part 2</i>, 619; "There Will Come Soft Rains," 731</p> <p><u>Additional Coverage</u> SE/TE: <i>The Tragedy of Romeo and Juliet</i>, 399, 459; <i>The Odyssey, Part 1</i>, 577; "the beginning of the end of the world" / "The Powwow on the End of the World" / "A Song on the End of the World," 768; myPerspectives Plus: Common Core Companion, 35–36, 42; <i>Reading Skills and Literary Analysis: Figurative Language</i>; <i>Reading Skills and Literary Analysis: Sound Devices</i>; <i>Reading Skills and Literary Analysis: Rhyme</i>; <i>Academic Vocabulary and Word Analysis Skills: all lessons</i></p>

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<p>CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, or surprise.</p>	<p>SE/TE: “The Seventh Man,” 146; “For My People” / “Incident,” 319; <i>The Tragedy of Romeo and Juliet</i>, 398; 422, 448, 464; “Pyramus and Thisbe,” 487; “There Will Come Soft Rains,” 730</p> <p><u>Additional Coverage</u> SE/TE: “Morning Talk” / “Immigrant Picnic,” 107; <i>The Odyssey</i>, 592, 621; “The Return,” 653, 657; “By the Waters of Babylon,” 717; myPerspectives Plus: Common Core Companion, 48–49</p>
<p>CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.</p>	
<p>RL.9-10.6 Analyze a particular perspective or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>SE/TE: from <i>Life of Pi</i>, 209, 211; <i>The Tragedy of Romeo and Juliet</i> / “Pyramus and Thisbe,” 492; <i>The Odyssey</i>, 552-555, 592, 618, 623; “The Return,” 654, 656.</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 55–56; <i>Reading Skills and Literary Analysis: Analyze Cultural and Historical Context; Fables and Folk Tales; Myths</i></p>
<p>CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p>	<p>SE/TE: <i>The Tragedy of Romeo and Juliet</i>, 485; <i>The Odyssey</i>, 602; <i>The Odyssey / The Odyssey: A Graphic Novel</i>, 632; myPerspectives Plus: Common Core Companion, 62–63; “The Voyage of the <i>James Caird</i>,” / “<i>The Endurance</i> and the <i>James Caird</i> in Images,” 200; from <i>Life of Pi</i>, 210</p> <p><u>Additional Coverage</u> SE/TE: “American History,” 36; “Rules of the Game,” 73; “The Seventh Man,” 136, 138</p>

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CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
K-12 Not applicable to literature.	Not applicable to literature according to the North Carolina English Language Arts Standard Course of Study
CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RL.9-10.9 Analyze how an author adopts or adapts source material in a specific work.	SE/TE: "Pyramus and Thisbe," 492; <i>The Odyssey</i> / <i>The Odyssey: A Graphic Novel</i> , 632 <i>Additional Coverage</i> myPerspectives Plus: Common Core Companion, 69–70
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RL.9-10.10 By the end of grade 9, read and understand literature within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i> SE/TE: "The Seventh Man," 132; from <i>Life of Pi</i> , 202; <i>The Tragedy of Romeo and Juliet</i> , 374, 400, 424, 450, 466; <i>The Odyssey, Part 1</i> , 558; <i>The Odyssey, Part 2</i> , 594; "There Will Come Soft Rains," 722; "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 <i>Additional Coverage</i> SE/TE: "American History," 36; "Morning Talk" / "Immigrant Picnic," 98; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 224; "For My People" / "Incident," 312; "Pyramus and Thisbe," 486; <i>The Odyssey, A Graphic Novel</i> , 624; "The Return," " 650; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 668; "By the Waters of Babylon," 704

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READING: INFORMATIONAL TEXT	
CCR Anchor Standard R.1 – Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>SE/TE: "The Moral Logic of Survivor Guilt," 158; "The <i>Endurance</i> and the <i>James Caird</i> in Images," 199; "I Have a Dream," 266; "Letter From Birmingham Jail," 288; "Application for a Mariner's License," 638; myPerspectives Plus: Common Core Companion, 84–85, 91</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with informational text selections throughout the program.</i></p>
CCR Anchor Standard R.2 – Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas.	
<p>RI.9-10.2 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.</p>	<p>SE/TE: [Central Idea] "The Writing on the Wall," 85; "The Moral Logic of Survivor Guilt," 159; "Letter from Birmingham Jail," 280; "Lessons of Dr. Martin Luther King, Jr.," 325–326; "In Defense of <i>Romeo and Juliet</i>," 773 [Summary] Unit Introductions: Unit 1: 8; Unit 2: 128; Unit 3: 256; Unit 4: 362, Unit 5: 548; myPerspectives Plus: Common Core Companion, 97–98, 104</p>

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CCR Anchor Standard R.3 – Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
RI.9-10.3 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.	<p>SE/TE: "With a Little Help From My Friends," 95; "The Voyage of the <i>James Caird</i>," 192; "Letter From Birmingham Jail," 289; "Lessons of Dr. Martin Luther King, Jr.," 331; "<i>Romeo and Juliet</i> Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 514</p> <p><u>Additional Coverage</u> SE/TE: "Traveling," 341; <i>The Hero's Adventure</i>, 665; myPerspectives Plus: Common Core Companion, 110–111</p>
CCR Anchor Standard R.4 – Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone.	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text; analyze the cumulative impact of specific word choices on meaning and tone .	<p>SE/TE: "A Quilt of a Country" 16, 19, 21; "The Immigrant Contribution," 24, 34; "The Writing on the Wall," 86; "The Voyage of the <i>James Caird</i>," 193; "The Value of a Sherpa's Life," 222; "I Have a Dream," 267</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 117–118, 124; <i>Academic Vocabulary and Word Analysis Skills: all lessons</i></p>
CCR Anchor Standard R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
RI.9-10.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<p>SE/TE: "A Quilt of a Country" 19; "The Immigrant Contribution," 31; "The Value of a Sherpa Life," 221; "Traveling," 341; "Twenty Years On," 522</p> <p><u>Additional Coverage</u> SE/TE: "Lessons of Dr. Martin Luther King, Jr.," 332; "Application for a Mariner's License," 638; myPerspectives Plus: Common Core Companion, 130–131</p>

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CCR Anchor Standard R.6 – Assess how point of view, perspective, or purpose shapes the content and style of a text.	
RI.9-10.6 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" 19; "The Immigrant Contribution," 31; "The Value of a Sherpa Life," 222; "I Have a Dream," 267; "Lessons of Dr. Martin Luther King, Jr.," 325, 328; myPerspectives Plus: Common Core Companion, 137–138, 144
CCR Anchor Standard R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
RI.9-10.7 Analyze various accounts of a subject told in different mediums , determining which details are emphasized in each account.	SE/TE: "The <i>Endurance</i> and the <i>James Caird</i> in Images," 194; "The Voyage of the <i>James Caird</i> " / "The <i>Endurance</i> and the <i>James Caird</i> in Images," 200–201; "Tragic Romeo and Juliet Offers Bosnia Hope," 524, 528–529; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780–781; myPerspectives Plus: Common Core Companion, 150–151
CCR Anchor Standard R.8 – Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
RI.9-10.8 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: "I Have a Dream," / "Letter From Birmingham Jail," 292–293; "Lessons of Dr. Martin Luther King, Jr.," 331; " <i>Romeo and Juliet</i> Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i> ," 513, 515; myPerspectives Plus: Common Core Companion, 157–158

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CCR Anchor Standard R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
RI.9-10.9 Analyze influential documents of historical and literary significance, including how they address related themes and concepts.	<p>SE/TE: For related material see: "The Immigrant Contribution," 30; "Remarks on the Assassination of Martin Luther King, Jr.," 296; "I Have a Dream," 266; "Letter From Birmingham Jail," 288</p> <p>In addition see Grade 12 for a focus on British historical documents and literature.</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 164-165</p>
CCR Anchor Standard R.10 – Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text.	
RI.9-10.10 By the end of grade 9, read and understand informational texts within the 9-10 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	<p><i>Students apply this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: "A Quilt of a Country" 12; "The Moral Logic of Survivor Guilt," 152; "The Value of a Sherpa Life," 216; "Letter From Birmingham Jail," 270; <i>The Hero's Adventure</i>, 660</p> <p><u>Additional Coverage</u> SE/TE: "I Have a Dream," 260; "Remembering Civil Rights History," 308; "Lessons of Dr. Martin Luther King, Jr.," 322, "The Voyage of the <i>James Caird</i>," 178; "Traveling," 334; "<i>Romeo and Juliet</i> Is a Terrible Play / In Defense of <i>Romeo and Juliet</i>," 504; "Twenty Years On," 516; "The Nuclear Tourist," 746; "The Myth of the <i>War of the Worlds</i> Panic," 774; myPerspectives Plus: Common Core Companion, 171-172</p>

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WRITING	
CCR Anchor Standard W.1 – Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence .	<p>SE/TE: Whole-Class Performance Task, Unit 2: 168; Unit 4: 494; <i>Life of Pi</i>, 214; Performance-Based Assessment, Unit 2: 246; <i>The Tragedy of Romeo and Juliet</i>, 465, 484; "Tragic Romeo and Juliet Offers Bosnia Hope," 528</p> <p><u>Additional Coverage</u> SE/TE: <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 781; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: Whole-Class Performance Task, Unit 2: 168; Unit 4: 494; <i>Life of Pi</i>, 214; Performance-Based Assessment, Unit 2: 246; <i>The Tragedy of Romeo and Juliet</i>, 465, 484; "Tragic Romeo and Juliet Offers Bosnia Hope," 528</p> <p><u>Additional Coverage</u> SE/TE: <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 781; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
b. 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>SE/TE: "The Seventh Man," 150; Whole-Class Performance Task, Unit 2: 168–169; Unit 4: 494–495; <i>Life of Pi</i>, 214; Performance-Based Assessment, Unit 2: 245; Unit 4: 537–538; <i>The Odyssey</i>; <i>The Odyssey, A Graphic Novel</i>, 632</p> <p><u>Additional Coverage</u> SE/TE: "Romeo and Juliet Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 515; myPerspectives Plus: Common Core Companion, 179–182</p>

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c. 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; myPerspectives Plus: Common Core Companion, 183
d. 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; myPerspectives Plus: Common Core Companion, 184, 186–187
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: 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 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment, 246; myPerspectives Plus: Common Core Companion, 184
f. 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; <i>Performance-Based Assessment</i> , 246; Common Core Companion, 185
g. Develop and strengthen writing as needed by 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 2: 168; Unit 4: 494; <i>Life of Pi</i> , 214; Performance-Based Assessment, Unit 2: 246; <i>The Tragedy of Romeo and Juliet</i> , 465, 484; "Tragic Romeo and Juliet Offers Bosnia Hope," 528 <u>Additional Coverage</u> SE/TE: <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 781; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School; The Writing Process — High School

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<p>CCR Anchor Standard W.2 – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>W.9-10.2 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.</p>	<p>SE/TE: "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292, <i>The Tragedy of Romeo and Juliet</i>, 449; "Pyramus and Thisbe," 492, 689, 690; Whole-Class Performance Task, Unit 3: 298; Unit 5: 640</p> <p><u>Additional Coverage</u> SE/TE: "With a Little Help From My Friends," 97; Performance-Based Assessment, Unit 3: 351; "The Return," 658; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/Explanatory Writing — High School</p>
<p>a. Organize information and ideas around a topic to plan and prepare to write.</p>	<p>SE/TE: "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292, <i>The Tragedy of Romeo and Juliet</i>, 449; "Pyramus and Thisbe," 492, 689, 690; Whole-Class Performance Task, Unit 3: 298; Unit 5: 640</p> <p><u>Additional Coverage</u> SE/TE: "With a Little Help From My Friends," 97; Performance-Based Assessment, Unit 3: 351; "The Return," 658; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/Explanatory Writing — High School</p>

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<p>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: "The Moral Logic of Survivor Guilt," 162, "Letter From Birmingham Jail," 292, Whole-Class Performance Task, Unit 3: 300; Unit 5: 641, Performance-Based Assessment, Unit 3: 352</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 190–194</p>
<p>c. 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>	<p>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</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192</p>
<p>d. 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>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 302, Unit 5: 644; "Lessons of Dr. Martin Luther King, Jr.," 332, "Romeo and Juliet Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 514; myPerspectives Plus: Common Core Companion, 195</p>
<p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 300; 302, Unit 5: 643; myPerspectives Plus: Common Core Companion, 195, 197</p>
<p>f. 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>	<p>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</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 197</p>

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g. 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; <i>Performance-Based Assessment</i> , Unit 3: 353; Unit 5: 691; myPerspectives Plus: Common Core Companion, 196
h. Develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292, <i>The Tragedy of Romeo and Juliet</i> , 449; "Pyramus and Thisbe," 492, 689, 690; Whole-Class Performance Task, Unit 3: 298; Unit 5: 640 <u>Additional Coverage</u> SE/TE: "With a Little Help From My Friends," 97; Performance-Based Assessment, Unit 3: 351; "The Return," 658; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/Explanatory Writing — High School; The Writing Process — High School
CCR Anchor Standard W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
W.9-10.3 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; "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 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1; 118; Unit 6: 790; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School

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a. Organize information and ideas around a topic to plan and prepare to write.	<p>SE/TE: "American History," 50; Whole-Class Performance Task, Unit 1; 52, Unit 6: 736; "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</p> <p><i>Additional Coverage</i> SE/TE: Performance-Based Assessment, Unit 1; 118; Unit 6: 790; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
b. 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 .	<p>SE/TE: Whole-Class Performance Task, Unit 1; 52–57; Unit 6: 736–741; <i>Performance-Based Assessment</i>, 790–791; myPerspectives Plus: Common Core Companion, 202–206; Interactive Writing Lesson: Narrative Writing — High School</p>
c. Use narrative techniques, such as dialogue , pacing , description , reflection , and multiple plot lines, to develop experiences, events , and/or characters.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 53–55; Whole-Class Performance Task Unit 6: 737, 738, "By the Waters of Babylon," 720; myPerspectives Plus: Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School</p>
d. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<p>SE/TE: Whole-Class Performance Task, Unit 1: 52–57; Whole-Class Performance Task, Unit 6: 736–741; <i>Performance-Based Assessment</i>, 790–791; myPerspectives Plus: Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School</p>
e. Use precise words and phrases , telling details, and sensory language to convey a vivid picture of the experiences, events , setting , and/or characters .	<p>SE/TE: Whole-Class Performance Task, Unit 1; 56; Whole-Class Performance Task, Unit 6: 738, 739, 740; "There Will Come Soft Rains," 734; myPerspectives Plus: Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School</p>

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f. 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; myPerspectives Plus: Common Core Companion, 206, 208; Interactive Writing Lesson: Narrative Writing — High School
g. Develop and strengthen writing as needed by revising, editing , rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	SE/TE: "American History," 50; Whole-Class Performance Task, Unit 1; 52, Unit 6: 736; "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 <u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1; 118; Unit 6: 790; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School; The Writing Process — High School
CCR Anchor Standard W.4 – Use digital tools and resources to produce and publish writing and to interact and collaborate with others.	
W.9-10.4 Use digital tools and resources 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; "The Voyage of the <i>James Caird</i> ," / "The <i>Endurance</i> and the <i>James Caird</i> in Images," 200; <i>The Hero's Adventure</i> , 667; "By the Waters of Babylon," 721; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780 <u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 110; Unit 3: 334–345; Unit 5: 682–683; Unit 6: 782–783; Performance-Based Assessment, Unit 3: 354; Unit 4: 540; Unit 6: 792; myPerspectives Plus: Common Core Companion, 227–228; <i>Interactive Writing Lesson: The Writing Process-High School</i> ; <i>Interactive Research Lesson: Integrating Quotations, Citations, and Images-High School</i> ; <i>Interactive Whiteboard Activity: Argument-High School</i> ; <i>Interactive Whiteboard Activity: Narrative-High School</i> ; <i>Interactive Whiteboard Activity: Informative / Explanatory-High School</i>

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CCR Anchor Standard W.5 – Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
W.9-10.5 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; "Remembering Civil Rights History," 311; "Lessons of Dr. Martin Luther King, Jr.," 332; <i>The Hero's Adventure</i> , 666; "The Nuclear Tourist," 757 <u>Additional Coverage</u> Whole-Class Performance Task, Unit 3: 298; Performance-Based Assessment, Unit 3: 352; myPerspectives Plus: Common Core Companion, 234–235, 238
CCR Anchor Standard W.6 – Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	
W.9-10.6 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; myPerspectives Plus: Common Core Companion, 241–254
SPEAKING AND LISTENING	
CCR Anchor Standard SL.1 – Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
SL.9-10.1 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.	SE/TE: Share Your Independent Learning, Unit 1: 116; Unit 2: 244; Unit 3: 350; Unit 4: 536; Unit 5: 688; Unit 6: 788; <i>The Odyssey, Part 1</i> , 593; <i>The Odyssey, Part 2</i> , 622, "Courage" / "Ithaka" / "The Narrow Road of the Interior," 681; myPerspectives Plus: Conversations and Discussions — High School <u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 280

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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; <i>The Odyssey, Part 1</i> , 593; myPerspectives Plus: Common Core Companion, 275; Conversations and Discussions — High School
b. Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.	SE/TE: "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 237; <i>The Odyssey, Part 1</i> , 593; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School <i>Students will apply this standard in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i>
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; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School <i>Students will apply 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.</i>
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; myPerspectives Plus: Common Core Companion, 280–281; Conversations and Discussions — High School <i>Students will apply 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 in Group Discussion Tips, which appear throughout the program.</i>

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<p>CCR Anchor Standard SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: "Remembering Civil Rights History," 310; "By the Waters of Babylon," 720; "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; myPerspectives Plus: Common Core Companion, 282–283; Giving a Presentation — High School</p>
<p>CCR Anchor Standard SL.3 – Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p>SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>SE/TE: "The Key to Disaster Survival? Friends and Neighbors," 166; "Remarks on the Assassination of Martin Luther King, Jr.," 296; <i>The Odyssey, Part 2</i>, 622; myPerspectives Plus: Common Core Companion, 286–287; 290; Evaluating Presentations — High School</p>

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<p>CCR Anchor Standard SL.4 – Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
<p>SL.9-10.4 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.</p>	<p>SE/TE: "Rules of the Game," 77; "The Seventh Man," 150; "Remarks on the Assassination of Martin Luther King, Jr.," 297; <i>The Tragedy of Romeo and Juliet</i>, 423, 465, 484; "By the Waters of Babylon," 720; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: "The Moral Logic of Survivor Guilt," 162; "For My People" / "Incident," 321; Small-Group Performance Task, Unit 1: 110; Unit 2: 238; Unit 3: 344; Unit 4: 530; Unit 5: 682; Unit 6: 782; "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; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 781; Performance-Based Assessment, Unit 1: 120; Unit 2: 248; Unit 3: 354; Unit 4: 540; Unit 5: 692, 693; myPerspectives Plus: Common Core Companion, 293–294, 297</p>

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CCR Anchor Standard SL.5 – Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<p>SE/TE: "The Writing on the Wall," 86; "The Voyage of the <i>James Caird</i>," / "The <i>Endurance</i> and the <i>James Caird</i> in Images," 201; "The Value of a Sherpa Life," 222, "By the Waters of Babylon," 720; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: Small-Group Performance Task, Unit 1: 110; Unit 2: 239; Unit 3: 345; Unit 4: 531; Unit 5: 683; Unit 6: 783; Performance-Based Assessment, Unit 3: 354; Unit 4: 540; Unit 6: 792; myPerspectives Plus: Common Core Companion, 300–301</p>
LANGUAGE	
CCR Anchor Standard L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum.	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 9-12 grammar continuum.	<p>SE/TE: "Rules of the Game," 76; <i>Life of Pi</i>, 214; "I Have a Dream," 268; <i>The Tragedy of Romeo and Juliet</i>, 482, <i>The Odyssey, Part 2</i>, 620; myPerspectives Plus: Find It, Fix It</p> <p><u>Additional Coverage</u> SE/TE: "The Return," 658; <i>The Hero's Adventure</i>, 666; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 680; Whole-Class Performance Task, Unit 6: 740; <i>myPerspectives Plus: Conventions</i></p>

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CCR Anchor Standard L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum.	
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation , and spelling when writing; demonstrate proficiency within the 9-12 conventions continuum.	<p>SE/TE: "The Moral Logic of Survivor Guilt," 161; "For My People" / "Incident," 320; "Traveling," 342; "By the Waters of Babylon," 719; "There Will Come Soft Rains," 733</p> <p><u>Additional Coverage</u> myPerspectives Plus: Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
CCR Anchor Standard L.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.	
L.9-10.3 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.	<p>SE/TE: "A Quilt of a Country" / "The Immigrant Contribution," 34; "Morning Talk" / "Immigrant Picnic," 108; Whole-Class Performance Task, Unit 2: 171–172; <i>The Odyssey, Part 2</i>, 621; "The Nuclear Tourist," 756</p>
a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.	SE/TE: <i>Research</i> , R30–33; myPerspectives Plus: Common Core Companion, 320–321
b. Use parallel structure.	<p>SE/TE: "The Value of a Sherpa Life," 222; "I Have a Dream," 269; <i>The Tragedy of Romeo and Juliet</i>, 483, "There Will Come Soft Rains," 733;</p> <p>myPerspectives Plus: Common Core Companion, 310–311</p>

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<p>CCR Anchor Standard L.4 – Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. *The skills listed under each grade specific standard will appear in the clarification section of the standards.</p>	
<p>L.9-10.4 Determine and/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: context clues, word parts, word relationships, and reference materials.</p>	<p>SE/TE: "Morning Talk" / "Immigrant Picnic," 103, 106; "The Voyage of the <i>James Caird</i>," 191; <i>Life of Pi</i>, 202; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 224, 227; "The Return," 650, 653</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 322–329; Find It, Fix It</p>
<p>CCR Anchor Standard L.5 – Demonstrate understanding of figurative language and nuances in word meanings.</p>	
<p>L.9-10.5 Demonstrate understanding of figurative language and nuances in word meanings.</p>	<p>SE/TE: "American History," 48; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 236; <i>The Tragedy of Romeo and Juliet</i>, 463, 482, <i>The Odyssey, Part 1</i>, 591; "By the Waters of Babylon," 718</p> <p><u>Additional Coverage</u> SE/TE: "Letter From Birmingham Jail," 290; "Pyramus and Thisbe," 491; "The Return," 656; <i>The Hero's Adventure</i>, 664; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 678; "There Will Come Soft Rains," 730; myPerspectives Plus: Common Core Companion, 330–333</p>
<p>a. Interpret figures of speech in context and analyze their role in the text based on grades 9-10 reading and content.</p>	<p>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, <i>The Tragedy of Romeo and Juliet</i>, 399, 464; myPerspectives Plus: Common Core Companion, 330–331</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: "Rules of the Game," 74; "The Seventh Man," 148; "Letter From Birmingham Jail," 290; <i>The Tragedy of Romeo and Juliet</i>, 482; myPerspectives Plus: Common Core Companion, 332–333</p>

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<p>CCR Anchor Standard L.6 – Acquire and use accurately a range of 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 developing vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	
<p>L.9-10.6 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 developing vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: "The <i>Endurance</i> and the <i>James Caird</i> in Images," 194; "Tragic Romeo and Juliet Offers Bosnia Hope," 524, 527; <i>The Odyssey, A Graphic Novel</i>, 624, 631; "Application for a Mariner's License," 634, "By the Waters of Babylon," 716</p> <p><u>Additional Coverage</u></p> <p>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 Nuclear Tourist," 756; <i>Radiolab: War of the Worlds</i>, 770, 772;</p> <p>myPerspectives Plus: Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary</p>