

## A Correlation of



**Grade 9, ©2017**

**To the**

**New York State Next Generation English  
Language Arts Learning Standards  
Grade 9**

**A Correlation of myPerspectives Grade 9 ©2017 to the  
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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **New York State Next Generation English Language Arts Learning Standards (2017)**. 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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<b>(9-10R) Reading</b>	
<b>Literary and Informational Text</b>	
<b>Key Ideas and Details</b>	
<p>(9-10R1) Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> 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><b>Additional Coverage</b>  <b>SE/TE:</b> "American History," 40, 44; Rules of the Game, 63, 65, 70, 72; <b>myPerspectives Plus:</b> Common Core Companion, 2–3, 9</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> 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>

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<p>(9-10R2) Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p>	<p><b>Literary Text</b>  <b>SE/TE: [Theme]</b> "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; <b>[Summary]</b> <i>The Tragedy of Romeo and Juliet</i>, 445; Unit 6 Introduction, 700; <b>myPerspectives Plus:</b> Common Core Companion, 15, 22</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE: [Theme]</b> "Rules of the Game," 75; "Morning Talk," 101; from <i>Life of Pi</i>, 203, 204, 208; "Pyramus and Thisbe," 489 <b>[Summary]</b> <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> <p><b>Informational Text</b>  <b>SE/TE: [Central Idea]</b> "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 <b>[Summary]</b> Unit Introductions: Unit 1: 8; Unit 2: 128; Unit 3: 256; Unit 4: 362, Unit 5: 548; <b>myPerspectives Plus:</b> Common Core Companion, 97–98, 104</p>

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<p>(9-10R3) Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "American History," 47; <b>myPerspectives Plus:</b> Common Core Companion, 28–29</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "Traveling," 341; <i>The Hero's Adventure</i>, 665; <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>

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<p><b>Craft and Structure</b></p> <p>(9-10R4) Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning tone, and mood. Examine technical or key terms and how language differs across genres.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> <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; <b>myPerspectives Plus:</b> Common Core Companion, 35–36, 42</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124</p>

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<p>(9-10R5) In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "Morning Talk" / "Immigrant Picnic," 107; <i>The Odyssey</i>, 592, 621; "The Return," " 653, 657; "By the Waters of Babylon," 717;  <b>myPerspectives Plus:</b> Common Core Companion, 48–49</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "Lessons of Dr. Martin Luther King, Jr.," 332; "Application for a Mariner's License," 638;  <b>myPerspectives Plus:</b> Common Core Companion, 130–131</p>
<p>(9-10R6) Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 55–56</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 137–138, 144</p>



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<b>Integration of Knowledge and Ideas</b>	
<p>(9-10R7) Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary).</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> <i>The Tragedy of Romeo and Juliet</i>, 485; <i>The Odyssey</i>, 602; <i>The Odyssey / The Odyssey: A Graphic Novel</i>, 632; <b>myPerspectives Plus:</b> 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><b>Additional Coverage</b>  <b>SE/TE:</b> “American History,” 36; “Rules of the Game,” 73; “The Seventh Man,” 136, 138</p> <p><b>Informational Text</b>  <b>SE/TE:</b> “<i>The Endurance</i> and the <i>James Caird</i> in Images,” 194; “The Voyage of the <i>James Caird</i>” / “<i>The 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; <b>myPerspectives Plus:</b> Common Core Companion, 150–151</p>
<p>(9-10R8) Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> “Rules of the Game,” from <i>The Joy Luck Club</i>, 74, 75; “The Seventh Man,” 147; from the <i>Odyssey</i>, 591, 592  <b>TE Only:</b> Personalize for Learning: Strategic Support, Plot, 139, 141</p> <p><b>Informational Text</b>  <b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 157–158</p>

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<p>(9-10R9) Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</p>	<p><b>Literary Text</b>  <b>SE/TE:</b> "The Seventh Man," 150; <i>Life of Pi</i>, 215; <i>The Tragedy of Romeo and Juliet</i> / "Pyramus and Thisbe," 492-493, Whole-Class Performance Task, Unit 4: 494; <i>The Odyssey</i> / <i>The Odyssey, A Graphic Novel</i>, 632-633</p> <p><b>Informational Text</b>  <b>SE/TE:</b> "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292; "Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet," 528-529 <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780;  <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260</p>
<p><b>(9-10W) Writing</b></p>	
<p><b>Text Types and Purposes</b></p>	
<p>(9-10W1) Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 168; Unit 4: 494; <i>Life of Pi</i>, 215; 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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 781;  <b>myPerspectives Plus:</b> Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>(9-10W1a) Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p>	<p><b>SE/TE:</b> "The Seventh Man," 150; Whole-Class Performance Task, Unit 2: 168–169; Unit 4: 494–495; <i>Life of Pi</i>, 215; Performance-Based Assessment, Unit 2: 245; Unit 4: 537–538; <i>The Odyssey</i>; <i>The Odyssey, A Graphic Novel</i>, 632</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "Romeo and Juliet Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 515;  <b>myPerspectives Plus:</b> Common Core Companion, 179–182</p>

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(9-10W1b) Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 169; Unit 4: 496, 497; Performance-Based Assessment, Unit 2: 246; Unit 4: 538; <b>myPerspectives Plus:</b> Common Core Companion, 183
(9-10W1c) Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 172; Unit 4: 498; Performance-Based Assessment, Unit 2: 246; <i>The Tragedy of Romeo and Juliet</i> , 484
(9-10W1d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 171; Unit 4: 497; Performance-Based Assessment, Unit 2: 246; <b>myPerspectives Plus:</b> Common Core Companion, 184, 186–187
(9-10W1e) Provide a concluding statement or section that explains the significance of the argument presented.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 170; Unit 4: 494, 498; <i>Performance-Based Assessment</i> , 246; Common Core Companion, 185
(9-10W1f) Maintain a style and tone appropriate to the writing task.	<b>SE/TE:</b> 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  <b><i>Additional Coverage</i></b> <b>SE/TE:</b> Performance-Based Assessment, 246; <b>myPerspectives Plus:</b> Common Core Companion, 184

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(9-10W2) 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><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "With a Little Help From My Friends," 97; Performance-Based Assessment, Unit 3: 351; "The Return," 658; <b>myPerspectives Plus:</b> Common Core Companion, 190–201; Interactive Writing Lesson: Informative/Explanatory Writing — High School</p>
(9-10W2a) Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.	<p><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Common Core Companion, 190–194</p>
(9-10W2b) Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.	<p><b>SE/TE:</b> "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, 344-345; Unit 5: 641; Performance-Based Assessment, Unit 3: 352</p> <p><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Common Core Companion, 192</p>
(9-10W2c) Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 300; 302, Unit 5: 643; <b>myPerspectives Plus:</b> Common Core Companion, 195, 197</p>

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(9-10W2d) Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.	<b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 195
(9-10W2e) Provide a concluding statement or section that explains the significance of the information presented.	<b>SE/TE:</b> "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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 197
(9-10W2f) Establish and maintain a style appropriate to the writing task.	<b>SE/TE:</b> "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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 197
(9-10W3) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<b>SE/TE:</b> "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  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 1; 118; Unit 6: 790; <b>myPerspectives Plus:</b> Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School

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(9-10W3a) Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1; 52–57; Unit 6: 736–741; <i>Performance- Based Assessment</i> , 790–791; <b>myPerspectives Plus:</b> Common Core Companion, 202–206; Interactive Writing Lesson: Narrative Writing — High School
(9-10W3b) Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 53–55; Whole-Class Performance Task Unit 6: 737, 738, "By the Waters of Babylon," 720; <b>myPerspectives Plus:</b> Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School
(9-10W3c) Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 52–57; Whole-Class Performance Task, Unit 6: 736–741; <i>Performance- Based Assessment</i> , 790–791; <b>myPerspectives Plus:</b> Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School
(9-10W3d) Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1; 56; Whole-Class Performance Task, Unit 6: 738, 739, 740; "There Will Come Soft Rains," 734; <b>myPerspectives Plus:</b> Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School
(9-10W3e) 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> "American History," 50; Whole-Class Performance Task, Unit 1; 56; <b>myPerspectives Plus:</b> Common Core Companion, 206, 208; Interactive Writing Lesson: Narrative Writing — High School

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<p>(9-10W4) Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p>	<p><b>SE/TE:</b> "American History," 51; "The Writing on the Wall," 87; "The Voyage of the <i>James Caird</i>," 200-201; "For My People" / "Incident," 321; <i>The Tragedy of Romeo and Juliet</i>, Act II, 423; Act IV, 465; "By the Waters of Babylon," 720  <b>TE Only:</b> Cross Curricular Perspectives: Social Studies, 6, 42, 180, 370, 383, 408, 546; Cross Curricular Perspectives: Art, 21, 192, 229, 290; Personalize for Learning: Challenge, Research, 29, 45, 70, 83, 105, 145, 157, 272, 287, 295, 317, 329, 333, 490, 511, 520, 526, 562, 595, 655, 753, 787; Strategic Support, Roles and Power, 49, 262, 325; Challenge, Write a Play, 57; Challenge, Write Poem, 86, 233, 765; Challenge, Personal Memoir, 93; Cross Curricular Perspectives: Science, 140, 160, 180, 207, 366, 698, 706; Personalize for Learning: Challenge, Letters, 162; Challenge, Interview, 189, 303, 409; Challenge, Museum Exhibition, 201; Challenge, Change the Ending, 446; Challenge, Apothecary Research, 468; Cross Curricular Perspectives: Music, 581; Personalize for Learning: Challenge, Creating an Epic Hero, 590; Challenge, Relating to Personal Experience, 630, 663, 778; Challenge, Write a Screenplay, 741</p>
<p>(9-10W5) Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable.</p>	<p><b>SE/TE:</b> Performance-Based Assessment, Unit 1: 118; Unit 2: 246; Unit 3: 352, Unit 4: 538; "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292; "Pyramus and Thisbe," 492, <i>The Odyssey</i>; <i>The Odyssey, A Graphic Novel</i>, 632; <i>The Hero's Adventure</i>, 666; "The Nuclear Tourist," 757; <i>Radiolab: War of the Worlds</i> / "The Myth of the War of the Worlds Panic," 780-781; <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260</p>

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<b>Research to Build and Present Knowledge</b>	
(9-10W6) Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.	<p><b>SE/TE:</b> "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</p> <p><b><u>Additional Coverage</u></b> Whole-Class Performance Task, Unit 3: 298; Performance-Based Assessment, Unit 3: 352; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238</p>
(9-10W7) Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.	<p><b>SE/TE:</b> Whole Group Performance Task, Unit 3: 299, 301; Performance-Based Assessment, Unit 3: 352, "The Nuclear Tourist," 757; <b>myPerspectives Plus:</b> Common Core Companion, 241–254</p>
<b>(9-10SL) Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
(9-10SL1) Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Conversations and Discussions — High School</p> <p><b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 280</p>
(9-10SL1a) Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.	<p><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 275; Conversations and Discussions — High School</p>



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(9-10SL1b) Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.	<p><b>SE/TE:</b> "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 237; <i>The Odyssey, Part 1</i>, 593; <b>myPerspectives Plus:</b> Common Core Companion, 280; Conversations and Discussions — High School</p> <p><i>Students will apply this standard in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>
(9-10SL1c) Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<p><b>SE/TE:</b> "Morning Talk" / "Immigrant Picnic," 109; "Traveling," 343; <b>myPerspectives Plus:</b> Common Core Companion, 280; Conversations and Discussions — High School</p> <p><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></p>
(9-10SL1d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in light of the evidence and reasoning presented.	<p><b>SE/TE:</b> "Morning Talk" / "Immigrant Picnic," 109; <b>myPerspectives Plus:</b> Common Core Companion, 280–281; Conversations and Discussions — High School</p> <p><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></p>
(9-10SL2) Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source.	<p><b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 282–283; Giving a Presentation — High School</p>

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(9-10SL3) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning or exaggerated or distorted evidence.	<b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 286–287; 290; Evaluating Presentations — High School
<b>Presentation of Knowledge and Ideas</b>	
(9-10SL4) Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b></p> <p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 293–294, 297</p>

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(9-10SL5) Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.	<p><b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 300–301</p>
(9-10SL6) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<p><b>SE/TE:</b> Small-Group Performance Task, Unit 1: 110; Unit 3: 345; Unit 5: 683; Unit 6: 783; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 237; <i>Performance-Based Assessment</i>, Unit 3: 352, Unit 4: 540; <i>The Tragedy of Romeo and Juliet</i>, 423; <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Common Core Companion, 302–303, 306</p>
<b>(9-10L) Language</b>	
<b>Conventions of Academic English</b>	
(9-10L1) Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.	<p><b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> Find It, Fix It</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "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</p>

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(9-10L1a) Use parallel structure	<p><b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> Common Core Companion, 310–311</p>
(9-10L1b) Use various types of phrases and clauses to add variety and interest to writing or presentations.	<p><b>SE/TE:</b> "The Immigrant Contribution," 33, "American History," 49; "Rules of the Game," 76; "The Seventh Man," 149; <i>Life of Pi</i>, 214</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "The Voyage of the <i>James Caird</i>," 193; <i>Letter From Birmingham Jail</i>, 291; "Twenty Years On," 523; <i>The Hero's Adventure</i>, 666; Whole-Class Performance Task, Unit 6: 739;  <b>myPerspectives Plus:</b> Common Core Companion, 312–313</p>
(9-10L1c) Understand that usage is a matter of convention that can change over time.	<p><b>SE/TE:</b> "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> <p><b><u>Additional Resources</u></b>  <b>SE/TE:</b> <i>Grammar Handbook</i>, R60-R66</p>
(9-10L1d) Resolve issues of complex or contested usage, consulting references as needed.	<p><b>SE/TE:</b> "American History," 48; "Seventh Man," 144; "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 318; Whole-Class Performance Task, Unit 5: 643, 645; <i>The Hero's Adventure</i>, 664; "The Nuclear Tourist," 754</p>

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(9-10L2) Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.	<p><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
(9-10L2a) Use punctuation (commas, parentheses, dashes, hyphens) to clarify and enhance writing.	<p><b>SE/TE:</b> "The Immigrant Contribution," 33; Whole-Class Performance Task, Unit 1: 57; Unit 2: 171; Unit 4: 497, 499; Unit 6: 739; "The Moral Logic of Survival Guilt," 161; "For My People" / "Incident," 320</p> <p><b>TE Only:</b> Author's Perspective: Purposeful Editing, 494</p> <p><b><u>Additional Resources</u></b>  <i>SE/TE: Grammar Handbook, R64, R65</i></p>
(9-10L2b) Use a semicolon to link two or more closely related independent clauses.	<p><b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 320; "Lessons of Dr. Martin Luther King, Jr.," 332;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 314–315; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Semicolons Grammar Grab Tutorial</p>
(9-10L2c) Use a colon to introduce a list or quotation.	<p><b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 161; Whole-Class Performance Task, Unit 4: 497;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 316–317; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Colons Grammar Grab</p>

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<b>Knowledge of Language</b>	
(9-10L3) 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.	<b>SE/TE:</b> "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
(9-10L3a) Write and edit work so that it conforms to the guidelines in a professionally recognized style manual appropriate for the discipline and writing type.	<b>SE/TE:</b> <i>SE/TE: Research</i> , R30–R33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321
<b>Vocabulary Acquisition and Use</b>	
(9-10L4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.	<b>SE/TE:</b> "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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 322–329; Find It, Fix It
(9-10L4a) Use context (e.g., 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.	<b>SE/TE:</b> "Rules of the Game," 62, "The Value of a Sherpa Life," 216; "Lessons of Dr. Martin Luther King, Jr.," 322, " <i>Romeo and Juliet</i> Is a Terrible Play / In Defense of <i>Romeo and Juliet</i> ," 504; <i>The Hero's Adventure</i> , 660  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> "The Writing on the Wall," 78; "With a Little Help From My Friends," 88; "The Voyage of the <i>James Caird</i> ," 178; "For My People" / "Incident," 312; "Traveling," 334; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 668; "The Nuclear Tourist," 746; "The Myth of the <i>War of the Worlds</i> Panic," 774; <b>myPerspectives Plus:</b> Common Core Companion, 322–323

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<p>(9-10L4b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p><b>SE/TE:</b> "A Quilt of a Country" 20; "The Seventh Man," 148; "Letter From Birmingham Jail," 290; <i>The Tragedy of Romeo and Juliet</i>, 397, 421, 447, 463; <i>The Odyssey, Part 1</i>, 591; <i>The Odyssey, Part 2</i>, 620;</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "The Immigrant Contribution," 32, "The Writing on the Wall," 84; "With a Little Help From My Friends," 94; "The Moral Logic of Survivor Guilt," 160; <i>Life of Pi</i>, 212, "The Value of a Sherpa Life," 220; "I Am Offering This Poem" / "The Writer" / "Hugging the Jukebox," 224, 234; "I Have a Dream," 268; "For My People" / "Incident," 318; "Lessons of Dr. Martin Luther King, Jr.," 330; "Traveling," 340; <i>Romeo and Juliet</i> Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 512; "Twenty Years On," 516, 521; "The Return," 650; 656; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 678; "By the Waters of Babylon," 718; "There Will Come Soft Rains," 732, "The Nuclear Tourist," 754; "the beginning of the end of the world" / "The Powwow on the End of the World" / "A Song on the End of the World," 758, 766</p>
<p>(9-10L4c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p><b>SE/TE:</b> "American History," 48; "Seventh Man," 144; "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 318; <i>The Hero's Adventure</i>, 664; "The Nuclear Tourist," 754</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Whole-Class Performance Task, Unit 5: 643, 645; "the beginning of the end of the world" / "The Powwow on the End of the World" / "A Song on the End of the World," 766;  <b>myPerspectives Plus:</b> Common Core Companion, 326–327</p>

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(9-10L4d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<p><b>SE/TE:</b> "The Immigrant Contribution," 22, "Rules of the Game," 74; "Traveling," 334; "Twenty Years On," 521; "Courage" / "Ithaka" / "The Narrow Road of the Interior," 668</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "There Will Come Soft Rains," 732;  <b>myPerspectives Plus:</b> Common Core Companion, 328–329</p>
(9-10L5) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<p><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 330–333</p>
(9-10L5a) Interpret figures of speech, including euphemism and oxymoron, in context and analyze their role in the text.	<p><b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 330–331</p>
(9-10L5b) Analyze nuances in the meaning of words with similar denotations.	<p><b>SE/TE:</b> "Rules of the Game," 74; "The Seventh Man," 148; "Letter From Birmingham Jail," 290; <i>The Tragedy of Romeo and Juliet</i>, 482;  <b>myPerspectives Plus:</b> Common Core Companion, 332–333</p>



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<p>(9-10L6) Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b></p> <p><b>SE/TE:</b> 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><b>myPerspectives Plus:</b> Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary</p>