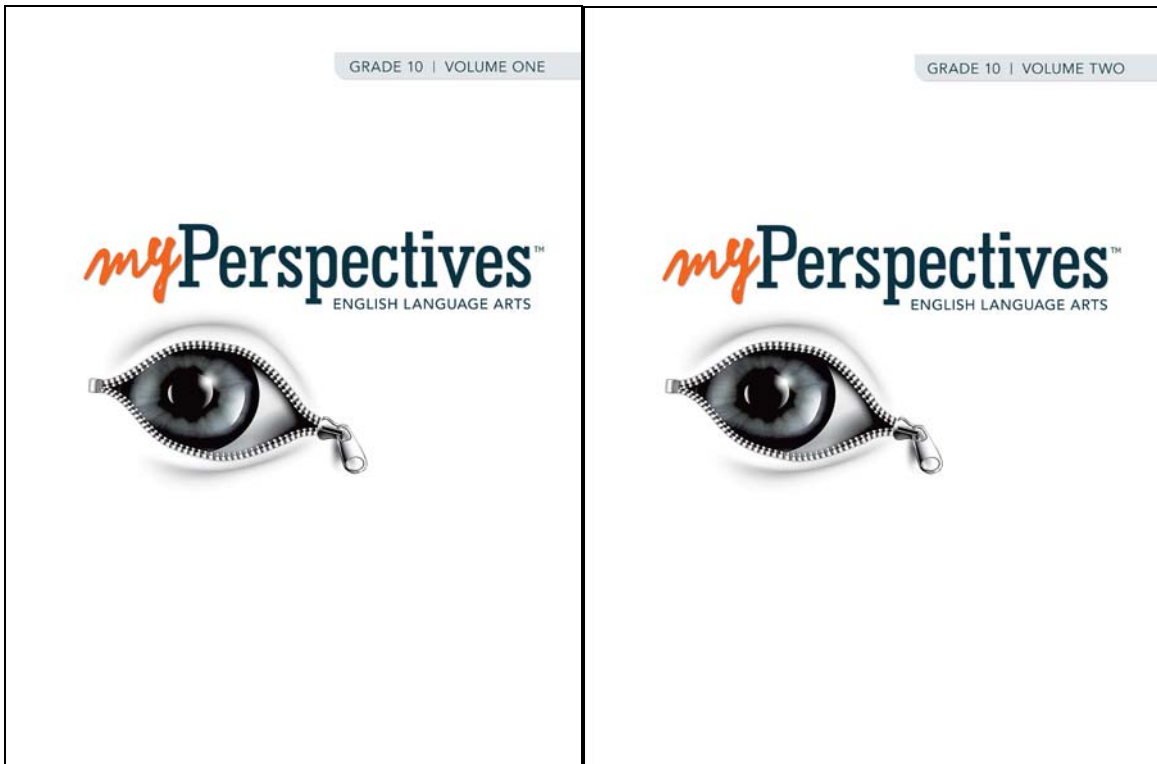


A Correlation of



Grade 10 ©2017

To the

**New York State P-12
Common Core Learning Standards
For English Language Arts & Literacy**



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Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or activity and by page number.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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New York State P-12 Common Core Learning Standards for English Language Arts & Literacy	myPerspectives Grade 10, ©2017
Reading Standards for Literature	
Grades 9–10 students:	
<i>Key Ideas and Details</i>	
<p>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 Fall of the House of Usher,” 33; “The Metamorphosis,” 148, 161, 166, 170, 175, 180; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 332; “La Rinconada, Peru, Searching for Beauty,” 421, 426–427; <i>The Tempest</i>, 531, 551, 569</p> <p>In addition, students will apply this standard in <i>Analyze the Text</i> features, which appear with every literature selection.</p> <p><i>Additional Coverage</i> myPerspectives Plus; Common Core Companion, 2–3, 9</p>
<p>2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	<p>SE/TE: [Theme] “beware: do not read this poem” / “The Raven” / “Windigo,” 111; “The Doll’s House,” 209; “Civil Peace,” 397; <i>The Tempest</i>, 570, 585; <i>Oedipus the King</i>, 686, 689, 712, [Summary] Common Core Companion, 15–16; In addition, students will apply this standard as they write summaries to complete <i>First Read</i> and <i>Comprehension Check</i> activities, which appear with every literature selection.</p> <p><i>Additional Coverage</i> SE/TE: [Theme] “They are hostile nations” / “Under a Certain Little Star,” 631; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; myPerspectives Plus: Common Core Companion, 15, 22</p>

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<p>3. Analyze how complex characters (e.g., 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>	<p>SE/TE: "Where Is Here?" 80; "Civil Peace," 399; <i>The Tempest</i>, 553; "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; "They are hostile nations" / "Under a Certain Little Star," 631</p> <p><u>Additional Coverage</u> SE/TE: "The Necklace," 387; myPerspectives Plus: Common Core Companion, 28–29</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>	<p>SE/TE: "The Metamorphosis," 182; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 332–334; "The Censors," 338, 342; <i>The Tempest</i>, 553, 585; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 756</p> <p><u>Additional Coverage</u> "Where Is Here?," 71; "beware: do not read this poem," 103; "The Doll's House," 210; "Avarice" / "The Good Life" / "Money," 438, 440; "They are hostile nations" / "Under a Certain Little Star," 632; Common Core Companion, 35–36, 42</p>
<p>5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>SE/TE: "The Fall of the House of Usher" / "House Taken Over," 48; "Sonnet, With Bird" / "Elliptical" / "Fences," 221–222; "The Necklace," 382; <i>The Tempest</i>, 552, 570, 584, 599, 601; "The Country of the Blind," 783–784</p> <p><u>Additional Coverage</u> SE/TE: "Where Is Here?" 79; "The Fall of the House of Usher," 32; "House Taken Over," 44; "beware: do not read this poem" / "The Raven" / "Windigo," 112; "The Metamorphosis," 180; "Avarice" / "The Good Life" / "Money," 438; "The Golden Touch," 458; "King Midas," 466–467; <i>Oedipus the King</i>, 700–701, 723; myPerspectives Plus: Common Core Companion, 48–49</p>

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6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	SE/TE: "House Taken Over," 45; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 328, 332; "The Censors," 340–341; "Civil Peace," 394, 397; "The Golden Touch," 451, 454, 457; myPerspectives Plus: Common Core Companion, 55–56
<i>Integration of Knowledge and Ideas</i>	
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 (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).	SE/TE: "Franz Kafka and Metamorphosis," 188; "The Golden Touch" / "King Midas," 468; <i>The Tempest</i> / "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; <i>Oedipus the King</i> , 727; myPerspectives Plus: Common Core Companion, 62–63
a. Analyze works by authors or artists who represent diverse world cultures.	SE/TE: "The Metamorphosis," 180; "Sonnet, With Bird" / "Elliptical" / "Fences," 220–221; "La Rinconada, Peru, Searching for Beauty," 421, 426–427; <i>The Tempest</i> / "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; <i>Oedipus the King</i> , 700–701, 723, 727; myPerspectives Plus: Common Core Companion, 62–63, 69–70
8. (Not applicable to literature)	Not applicable to literature according to the New York State P-12 Common Core Learning Standards for English Language Arts & Literacy
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	SE/TE: "Sonnet, With Bird" / "Elliptical" / "Fences," 220–221; "The Golden Touch" / "King Midas," 468; <i>The Tempest</i> / "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; myPerspectives Plus: Common Core Companion, 69–70

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New York State P-12 Common Core Learning Standards for English Language Arts & Literacy	myPerspectives Grade 10, ©2017
<i>Range of Reading and Level of Text Complexity</i>	
<p>10. 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><i>Students address this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “The Fall of the House of Usher,” 12; “The Metamorphosis,” 136; “The Necklace,” 372; <i>The Tempest</i>, 510, 532, 534, 554, 572, 586; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 746</p> <p><i>Additional Coverage</i> SE/TE: “House Taken Over,” 36; “Where Is Here?” 68; “beware: do not read this poem” / “The Raven” / “Windigo,” 100; “The Doll’s House,” 200; “Sonnet, With Bird” / “Elliptical” / “Fences,” 212; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 324; “The Censors,” 336; “Civil Peace,” 388; “Avarice” / “The Good Life” / “Money,” 430; “The Golden Touch,” 442; “King Midas,” 460; “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 604; “They are hostile nations” / “Under a Certain Little Star,” 624; <i>Oedipus the King</i>, 672, 702; “The Country of the Blind,” 758; myPerspectives Plus: Common Core Companion, 76–77</p>
Responding to Literature	
<p>11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 255–256</p>
<p>a. Self-select text to respond and develop innovative perspectives.</p>	<p>SE/TE: Overview and Independent Learning, 116–117, 118–120 TE only: Independent Learning, 118A–118F Other Resources: Common Core Companion, 76–77</p>

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<p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>SE/TE: Overview and Independent Learning, 116–117, 118–120 TE only: Independent Learning, 118A–118F Other Resources: Common Core Companion, 76–77</p>
<p>Reading Standards for Informational Text [RI]</p>	
<p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	
<p><i>Key Ideas and Details</i></p>	
<p>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: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56; Franz Kafka and Metamorphosis, 187–188; “Inaugural Address,” John F. Kennedy, 288; “Diane Sawyer Interviews Malala Yousafzai,” 321; “Freedom of the Press Report 2015,” 346</p> <p><i>In addition, students will apply this standard in Analyze the Text features, which appear with every informational text selection.</i></p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 84–85, 91</p>
<p>a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).</p>	<p>SE/TE: “Why Do Some Brains Enjoy Fear?” 98; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View From the Empire State Building,” 745; myPerspectives Plus: Common Core Companion, 234–235, 238</p>

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<p>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] “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Neither Justice Nor Forgetting,” 496, 614; “Let South Africa Show the World How to Forgive,” 641 [Summary] Unit Introductions: Unit 1: 8; Unit 2: 132; Unit 3: 264; Unit 4: 368; Unit 5: 498; Unit 6: 662; In addition, students will apply this standard as they write summaries to complete <i>First Read</i> activities, which appear with every informational text selection.</p> <p><u>Additional Coverage</u> [Central Idea] myPerspectives Plus: Common Core Companion, 97, 104; [Summary] myPerspectives Plus: Common Core Companion, 97–98</p>
<p>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>	<p>SE/TE: “Why Do Some Brains Enjoy Fear?” 97; “Revenge of the Geeks,” 229; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “The Thrill of the Chase,” 477; “The Neglected Senses,” 799</p> <p><u>Additional Coverage</u> SE/TE: “The Dream Collector,” 88; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 110–111</p>
<p><i>Craft and Structure</i></p>	
<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; “Why Do Some Brains Enjoy Fear?” 98; “Inaugural Address,” John F. Kennedy, 286, 289, 291; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; “View From the Empire State Building,” 743; myPerspectives Plus: Common Core Companion, 117–118, 124</p>

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<p>5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>	<p>SE/TE: “Encountering the Other,” 243; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 312; 313; 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; myPerspectives Plus: Common Core Companion, 130–131</p>
<p>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.</p>	<p>SE/TE: The “Four Freedoms” Speech, 279; “Inaugural Address,” John F. Kennedy, 283, 286, 288–289; “Speech at the United Nations,” 312, 313, 316; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 427; myPerspectives Plus: Common Core Companion, 137–137, 144</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>SE/TE: “Inaugural Address,” John F. Kennedy (video), 294–297; <i>Speech at the United Nations / “Diane Sawyer Interviews Malala Yousafzai,”</i> 322; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 150–151</p>
<p>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.</p>	<p>SE/TE: “Revenge of the Geeks,” 229; The “Four Freedoms” Speech, 279; “Speech at the United Nations,” 316; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 157–158</p>
<p>9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>	<p>SE/TE: The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy, 288; <i>The “Four Freedoms” Speech / “Inaugural Address,”</i> John F. Kennedy, 292; “Inaugural Address,” John F. Kennedy (video), 296; myPerspectives Plus: Common Core Companion, 164–165</p>
<p>a. Read, annotate, and analyze informational texts on topics related to diverse and non-traditional cultures and viewpoints.</p>	<p>SE/TE: ; <i>Speech at the United Nations / “Diane Sawyer Interviews Malala Yousafzai,”</i> 322; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 427; “Let South Africa Show the World How to Forgive,” 641; myPerspectives Plus: Common Core Companion, 137–149</p>

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<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. 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>	<p><i>Students address this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p>SE/TE: “The Dream Collector,” 82; “Revenge of the Geeks,” 224; “Inaugural Address,” John F. Kennedy, 282; “Fit for a King: Treasures of Tutankhamun,” 402; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 418; “The Thrill of the Chase,” 470</p> <p><u>Additional Coverage</u></p> <p>SE/TE: “Why Do Some Brains Enjoy Fear?” 90; “Franz Kafka and Metamorphosis,” 186; “Encountering the Other,” 232; The “Four Freedoms” Speech, 268; 294; “Speech at the United Nations,” 308; “Diane Sawyer Interviews Malala Yousafzai,” 318; “Freedom of the Press Report 2015,” 344; “Let South Africa Show the World How to Forgive,” 634; “The Neglected Senses,” 786; myPerspectives Plus: Common Core Companion, 171–172</p>

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Writing Standards 6–12 [W]	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity	
<i>Text Types and Purposes</i>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.</p>	<p>SE/TE: “Why Do Some Brains Enjoy Fear?” 98; “The Metamorphosis,” 184; Whole-Class Performance Task, Unit 2: 190, Unit 5: 614; “The Doll’s House,” 210; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View From the Empire State Building,” 745; <i>The Tempest</i>, 602; <i>Oedipus the King</i>, 727</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 179–189, 234–235, 238; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, Unit 5: 615; Performance-Based Assessment, Unit 2: 253, Unit 5: 651; myPerspectives Plus: Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School</p>
<p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 190–191, Unit 5: 616, <i>The Tempest</i>, 602; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 181, 183</p>
<p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 193, Unit 5: 617; Performance-Based Assessment, Unit 2: 254, Unit 5: 652; myPerspectives Plus: Common Core Companion, 182, 186–187</p>

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<p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, 254, 652; myPerspectives Plus: Common Core Companion, 182, 184</p>
<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, Unit 2: 254, Unit 5: 652</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 185</p>
<p>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: “The Fall of the House of Usher” / “House Taken Over,” 48; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292; “The Necklace,” 386; “Civil Peace,” 400; <i>The Tempest</i> / “En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612</p> <p><u>Additional Coverage</u> SE/TE: “Franz Kafka and Metamorphosis,” 189; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; Performance-Based Assessment, Unit 1: 121–122, Unit 3: 358, Unit 4: 488; Whole-Class Performance Task, Unit 1: 58; Unit 3: 298, Unit 4: 408; myPerspectives Plus: Common Core Companion, 190–201; Interactive Writing Lesson: Informative/ Explanatory Writing — High School</p>
<p>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58–59, 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 121, Unit 3: 357, Unit 4: 487</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 194, 201, 300–301</p>

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<p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58–60, Unit 3: 299–300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 192, 198–199</p>
<p>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 411; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 195</p>
<p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 3: 300, Unit 4: 409; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196–197, 198–199</p>
<p>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.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 60, Unit 3: 300, Unit 4: 412; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> SE/TE: Performance Task, 115; myPerspectives Plus: Common Core Companion, 196–197</p>
<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 62, Unit 3: 300, Unit 4: 410; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 196</p>

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<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785</p> <p><i>Additional Coverage</i> SE/TE: Whole-Class Performance Task, Unit 1: 58, 60, Unit 6: 728; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	<p>SE/TE: “Where Is Here?” 81; “Avarice” / “The Good Life” / “Money,” 441; Whole-Class Performance Task, Unit 6: 729–730; Performance-Based Assessment, Unit 6: 809; myPerspectives Plus: Common Core Companion, 204–205; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<p>SE/TE: “Avarice” / “The Good Life” / “Money,” 441; <i>Oedipus the King</i>: 726; Whole-Class Performance Task, Unit 6: 729; myPerspectives Plus: Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<p>SE/TE: Whole-Class Performance Task, 728, Unit 6: 729; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 6: 730; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; Performance- Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School</p>

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<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>SE/TE: Whole-Class <i>Performance Task</i>: Unit 6: 730, 732; Performance-Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208, 209–210; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>f. Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 61, Unit 6: 730; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; Performance- Based Assessment, Unit 6: 810; myPerspectives Plus: Common Core Companion, 208; Interactive Writing Lesson: Narrative Writing — High School</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>SE/TE: “The Metamorphosis,” 184; <i>The Tempest</i>, 533; Whole-Class Performance Task, Unit 1: 58, Unit 2: 190, Unit 3: 298, Unit 4: 408, Unit 5: 614, Unit 6: 728; “They are hostile nations” / “Under a Certain Little Star,” 633; <i>Oedipus the King</i>, 726</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 213–214</p>
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 68.)</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58, Unit 2: 190, Unit 3: 298, Unit 4: 408, Unit 5: 614, Unit 6: 728</p> <p><u>Additional Coverage</u> SE/TE: “They are hostile nations” / “Under a Certain Little Star,” 633; Performance-Based Assessment, Unit 6: 733; myPerspectives Plus: Common Core Companion, 220–221</p>

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<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>SE/TE: "Encountering the Other," 245; "Freedom of the Press Report 2015," 349; "Fit for a King: Treasures of Tutankhamun," 407; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; "View From the Empire State Building," 745</p> <p><u>Additional Coverage</u> SE/TE: "Let South Africa Show the World How to Forgive," 643; myPerspectives Plus: Common Core Companion, 227–228</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>SE/TE: "Why Do Some Brains Enjoy Fear?" 98; Whole-Class Performance Task, Unit 3: 298; "Let South Africa Show the World How to Forgive," 643; "View From the Empire State Building," 745; myPerspectives Plus: Common Core Companion, 234–235, 238</p>
<p>a. Explore topics dealing with different cultures and world viewpoints.</p>	<p>SE/TE: "The Metamorphosis," 180; "Sonnet, With Bird" / "Elliptical" / "Fences," 220–221; "La Rinconada, Peru, Searching for Beauty," 421, 426–427; <i>The Tempest</i> / "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 612; <i>Oedipus the King</i>, 700–701, 723, 727; myPerspectives Plus: Common Core Companion, 62–63, 69–70</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>SE/TE: "Encountering the Other," 244; Whole-Class Performance Task, Unit 3: 298–303; Performance-Based Assessment, Unit 3: 360; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; myPerspectives Plus: Common Core Companion, 241–254</p>

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<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; Performance-Based Assessment, Unit 1: 122, Unit 2: 254, Unit 3: 358, Unit 5: 652; Whole-Class Performance Task, Unit 1: 58, Unit 5: 617</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 255–256, 259–260</p>
<p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; “The Golden Touch” / “King Midas,” 468; <i>The Tempest</i> / “<i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection” / “Caliban,” 612; <i>Oedipus the King</i>, 727; myPerspectives Plus: Common Core Companion, 255–256</p>
<p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “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>	<p>SE/TE: “Encountering the Other,” 243; <i>The “Four Freedoms” Speech</i> / “Inaugural Address,” John F. Kennedy, 292–293; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “The Neglected Senses,” 799; myPerspectives Plus: Common Core Companion, 259–260</p>
<p><i>Range of Writing</i></p>	
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58, Unit 2: 190, Unit 3: 298, Unit 4: 408, Unit 5: 614, Unit 6: 728</p> <p><u>Additional Coverage</u> SE/TE: Performance-Based Assessment, Unit 1: 122, Unit 2: 254, Unit 3: 358, Unit 4: 488, Unit 5: 652, Unit 6: 810; myPerspectives Plus: Common Core Companion, 263–272</p>

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<p>Responding to Literature</p>	
<p>11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p>	<p>SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i>, 726; “The Country of the Blind,” 785; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>a. Engage in a wide range of prewriting experiences, such as using a variety of visual representations, to express personal, social, and cultural connections and insights.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 1: 58, Unit 2: 190, Unit 3: 298, Unit 4: 408, Unit 5: 614, Unit 6: 728</p> <p><u>Additional Coverage</u> SE/TE: “They are hostile nations” / “Under a Certain Little Star,” 633; Performance-Based Assessment, Unit 6: 733; myPerspectives Plus: Common Core Companion, 220–221</p>
<p>b. Identify, analyze, and use elements and techniques of various genres of literature.</p>	<p>SE/TE: “Avarice” / “The Good Life” / “Money,” 441; <i>Oedipus the King</i>: 726; Whole-Class Performance Task, Unit 6: 729; myPerspectives Plus: Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School</p>
<p>c. Develop critical and interpretive texts from more than one perspective, including historical and cultural.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 48; Performance-Based Assessment, Unit 1: 122, Unit 2: 254, Unit 3: 358, Unit 5: 652; Whole-Class Performance Task, Unit 1: 58, Unit 5: 617</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 255–256, 259–260</p>

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d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).	SE/TE: “Where Is Here?” 81; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 335; <i>Oedipus the King</i> , 726; “The Country of the Blind,” 785; myPerspectives Plus: Common Core Companion, 202–212; Interactive Writing Lesson: Narrative Writing — High School
Speaking and Listening Standards [SL]	
The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.	
<i>Comprehension and Collaboration</i>	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.	SE/TE: “beware: do not read this poem” / “The Raven” / “Windigo,” 113–114; “The Metamorphosis,” 185; “The Censors,” 343; “The Country of the Blind,” 757; “The Neglected Senses,” 801; myPerspectives Plus: Conversations and Discussions — High School <u>Additional Coverage</u> SE/TE: Share Your Independent Learning, 120, 356, 486, 650, 808; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813; myPerspectives Plus: Common Core Companion, 274–281
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: Share Your Independent Learning, 120; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813 <u>Additional Coverage</u> SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 3: 350, Unit 5: 644; “The Country of the Blind,” 785; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School

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<p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>SE/TE: “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; Small-Group Performance Task, Unit 1: 114, Unit 2: 247, Unit 3: 351; myPerspectives Plus: 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>
<p>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.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645 myPerspectives Plus: 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 Introductions and in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>
<p>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.</p>	<p>SE/TE: “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645; <i>Oedipus the King</i>, 727; myPerspectives Plus: 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>

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<p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>	<p>SE/TE: For related material see: “Revenge of the Geeks,” 231; “Freedom of the Press Report 2015,” 349; Small-Group Performance Task, Unit 1: 114, Unit 2: 247, Unit 3: 351; myPerspectives Plus: Common Core Companion, 280; Conversations and Discussions — High School</p>
<p>2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>SE/TE: “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351; “Revenge of the Geeks,” 231; “View From the Empire State Building,” 745</p> <p><i>Additional Coverage</i> SE/TE: Performance-Based Assessment, Unit 3: 360; myPerspectives Plus: Common Core Companion, 282–283; Giving a Presentation — High School</p>
<p>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 Metamorphosis,” 184; The “Four Freedoms” Speech, 278; “Inaugural Address,” John F. Kennedy (video), 296; <i>The Tempest</i>, 602; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 757</p> <p><i>Additional Coverage</i> myPerspectives Plus: Common Core Companion, 286–287, 290; Evaluating Presentations — High School</p>

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<p><i>Presentation of Knowledge and Ideas</i></p>	
<p>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: "How to Tell You're Reading a Graphic Novel—In Pictures," 57; "Franz Kafka and Metamorphosis," 189; "Revenge of the Geeks," 231; "The Necklace," 386; "Civil Peace," 401; myPerspectives Plus: Giving a Presentation — High School</p> <p><i>Additional Coverage</i> SE/TE: "Sonnet, With Bird" / "Elliptical" / "Fences," 223; "Freedom of the Press Report 2015," 349; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; <i>The Tempest</i>, 571; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 757; "The Neglected Senses," 801; Small-Group Performance Task, Unit 1: 114–115, Unit 2: 246–247, Unit 3: 350–351, Unit 4: 480–481, Unit 5: 644, Unit 6: 802; Performance-Based Assessment, Unit 1: 124, Unit 2: 257, Unit 3: 360, Unit 4: 490, Unit 5: 654; myPerspectives Plus: Common Core Companion, 293–294, 297</p>
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>SE/TE: "How to Tell You're Reading a Graphic Novel—In Pictures," 57; "The Dream Collector," 89; "Revenge of the Geeks," 231; "Freedom of the Press Report 2015," 349; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 429; myPerspectives Plus: Giving a Presentation — High School</p> <p><i>Additional Coverage</i> SE/TE: "Why Do Some Brains Enjoy Fear?" 99; "Fit for a King: Treasures of Tutankhamun," 407; Small-Group Performance Task, 114–115, 350–351, 481, 803; Performance-Based Assessment, Unit 3: 360, Unit 6: 812; myPerspectives Plus: Common Core Companion, 300–301</p>

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<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 68 for specific expectations.)</p>	<p>SE/TE: “The Dream Collector,” 89; “beware: do not read this poem” / “The Raven” / “Windigo,” 113; Small-Group Performance Task, Unit 1: 115, Unit 3: 350; “The Metamorphosis,” 184; “Inaugural Address,” John F. Kennedy (video), 296; “The Necklace,” 386; myPerspectives Plus: Giving a Presentation — High School</p> <p><u>Additional Coverage</u> SE/TE: <i>The Tempest</i>, 571, 602; Performance-Based Assessment, Unit 3: 360, Unit 6: 812; myPerspectives Plus: Common Core Companion, 302–303, 306</p>
<p>Language Standards</p>	
<p><i>Conventions of Standard English</i></p>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>SE/TE: “The Fall of the House of Usher” / “House Taken Over,” 47; “The Metamorphosis,” 182; “Encountering the Other,” 244; The “Four Freedoms” Speech, 281; “The Golden Touch,” 459; myPerspectives Plus: Find It, Fix It</p> <p><u>Additional Coverage</u> SE/TE: “Let South Africa Show the World How to Forgive,” 642; “View From the Empire State Building,” 744; “The Neglected Senses,” 800; Whole-Class Performance Task, Unit 3: 303; myPerspectives Plus: Common Core Companion, 310–312</p>
<p>a. Use parallel structure.*</p>	<p>SE/TE: “Revenge of the Geeks,” 230; The “Four Freedoms” Speech, 272; “Inaugural Address,” John F. Kennedy, 283, 291; Speech at the United Nations, 311; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 310</p>

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<p>b. 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>	<p>SE/TE: "House Taken Over," 47; "The Metamorphosis," 183; The "Four Freedoms" Speech, 281; "Speech at the United Nations," 317; "The Golden Touch," 459;</p> <p><i>Additional Coverage</i> SE/TE: "The Fall of the House of Usher," 35; "Let South Africa Show the World How to Forgive," 642; "View From the Empire State Building," 744; "The Neglected Senses," 800; Whole-Class Performance Task, Unit 6: 731; myPerspectives Plus: Common Core Companion, 312</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 3: 303, Unit 4: 411, Unit 6: 731; "The Necklace," 385; "Civil Peace," 399</p> <p>myPerspectives Plus: Common Core Companion, 314–318; Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p>SE/TE: "The Fall of the House of Usher," 35; "The Necklace," 384–385; Whole-Class Performance Task, Unit 4: 411, Unit 6: 731; Literature and Culture, 508–509; myPerspectives Plus: Common Core Companion, 314–315; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Semicolons Grammar Grab Tutorial</p>
<p>b. Use a colon to introduce a list or quotation.</p>	<p>SE/TE: Whole-Class Performance Task, Unit 5: 614, 617; myPerspectives Plus: Common Core Companion, 316–317; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Colons Grammar Grab Common Core Companion, 316</p>

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c. Spell correctly.	SE/TE: "Where Is Here?" 78; "Civil Peace," 399; Whole-Class Performance Task, Unit 3: 303, Unit 5: 619; myPerspectives Plus: Common Core Companion, 318
<i>Knowledge of Language</i>	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	SE/TE: "Revenge of the Geeks," 230; "Inaugural Address," John F. Kennedy, 291; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 334; "Civil Peace," 399; myPerspectives Plus: Common Core Companion, 320
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	SE/TE: Whole-Class Performance Task, Unit 2: 191, 195; Research, R30–33; myPerspectives Plus: Common Core Companion, 320-321
<i>Vocabulary Acquisition and Use</i>	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.	<p><i>Students address this standard with in Concept Vocabulary features throughout the program, including but not limited to the following:</i></p> <p>SE/TE: "Where Is Here?" 68; "Why Do Some Brains Enjoy Fear?" 90; "Encountering the Other," 232; <i>The Tempest</i>, 583; "The Neglected Senses," 786</p> <p>Additional Coverage SE/TE: "beware: do not read this poem" / "The Raven" / "Windigo," 100; "Revenge of the Geeks," 228; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 324; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 418; "Avarice" / "The Good Life" / "Money," 430; "The Golden Touch," 442; "The Thrill of the Chase," 470; "View From the Empire State Building," 738, 742; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 746, 754; "The Country of the Blind," 758; myPerspectives Plus: Common Core Companion, 322, 324, 326, 328; Find It, Fix It</p>

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<p>a. 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.</p>	<p>SE/TE: "Where Is Here?" 68; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 430; "King Midas," 460; "The Neglected Senses," 786</p> <p><u>Additional Coverage</u> SE/TE: "The Doll's House," 200; "Sonnet, With Bird" / "Elliptical" / "Fences," 212; "Caged Bird" / "Some Advice to Those Who Will Serve Time in Prison," 324; "The Censors," 336; "The Golden Touch," 442; "The Thrill of the Chase," 470; "They are hostile nations" / "Under a Certain Little Star," 624; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 746; myPerspectives Plus: Common Core Companion, 322</p>
<p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	<p>SE/TE: "House Taken Over," 46; "Sonnet, With Bird" / "Elliptical" / "Fences," 212, 220; "Speech at the United Nations," 308, 315; <i>Oedipus the King</i>, 699; "The Country of the Blind," 758, 782</p> <p><u>Additional Coverage</u> SE/TE: "Where Is Here? 78"; "Why Do Some Brains Enjoy Fear?" 90, 96; "beware: do not read this poem" / "The Raven" / "Windigo," 100,110; "The Doll's House," 208; "Encountering the Other," 232, 242; The "Four Freedoms" Speech, 280; "Inaugural Address," John F. Kennedy, 290; "The Censors," 340; "The Necklace," 384; "In La Rinconada, Peru, Searching for Beauty in Ugliness," 418, 426; "The Golden Touch," 457; "King Midas," 465; "The Thrill of the Chase," 476; <i>The Tempest</i>, 531, 551, 569, 600; "Let South Africa Show the World How to Forgive," 634, 640; "View From the Empire State Building," 738, 742; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 754; "The Neglected Senses," 798; myPerspectives Plus: Common Core Companion, 324</p>

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<p>c. Consult general and specialized reference materials (e.g., 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>	<p>SE/TE: "Inaugural Address," John F. Kennedy, 290; "The Golden Touch," 457; <i>The Tempest</i>, 551, 583, 600; <i>Oedipus the King</i>, 699, 724; "The Country of the Blind," 758</p> <p><u>Additional Coverage</u> SE/TE: "Sonnet, With Bird" / "Elliptical" / "Fences," 220; "The Necklace," 384; "Let South Africa Show the World How to Forgive," 640; Whole-Class Performance Task, Unit 6: 732; myPerspectives Plus: Common Core Companion, 326</p>
<p>d. 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>	<p>SE/TE: "The Doll's House," 200; The "Four Freedoms" Speech, 280; "The Censors," 336, 340; "Avarice" / "The Good Life" / "Money," 430; <i>The Tempest</i>, 531</p> <p><u>Additional Coverage</u> SE/TE: "beware: do not read this poem" / "The Raven" / "Windigo," 110; "Revenge of the Geeks," 224; "The Country of the Blind," 758; myPerspectives Plus: Common Core Companion, 328</p>
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>SE/TE: "The Fall of the House of Usher," 34; "The Metamorphosis," 182; "The Thrill of the Chase," 476; <i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection" / "Caliban," 611; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> SE/TE: "House Taken Over," 46; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 438; "View From the Empire State Building," 743; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 755–756; myPerspectives Plus: Common Core Companion, 330, 332</p>

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<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	<p>SE/TE: "The Censors," 342; <i>The Tempest</i>, 519; "View From the Empire State Building," 743; "Blind" / "The Blind Seer of Ambon" / "On His Blindness," 755–756; myPerspectives Plus: Common Core Companion, 330</p>
<p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<p>SE/TE: "The Fall of the House of Usher," 34; "The Metamorphosis," 182; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 438; <i>Oedipus the King</i>, 724</p> <p><u>Additional Coverage</u> myPerspectives Plus: Common Core Companion, 332</p>
<p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>SE/TE: "Why Do Some Brains Enjoy Fear?" 96, 98; "Franz Kafka and Metamorphosis," 186; "Inaugural Address," John F. Kennedy (video), 294; "Diane Sawyer Interviews Malala Yousafzai," 318, 321; "Freedom of the Press Report 2015," 344, 348</p> <p><u>Additional Coverage</u> SE/TE: "The Dream Collector," 82, 88; "Fit for a King: Treasures of Tutankhamun," 406; <i>En el Jardín de los Espejos Quebrados</i>, Caliban Catches a Glimpse of His Reflection" / "Caliban," 611; "They are hostile nations" / "Under a Certain Little Star," 630; Unit Goals: 4, 128, 260, 364, 494, 658; myPerspectives Plus: Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary</p>