

# A Correlation of



**Grade 9, ©2017**

To

**Arizona's  
English Language Arts Standards**

**A Correlation of myPerspectives ©2017, Grade 9  
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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **Arizona’s English Language Arts Standards**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection or feature title and page reference.

*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>Arizona English Language Arts Standards – 9<sup>th</sup> Grade</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
<p>9-10.RL.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><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>9-10.RL.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><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>Additional Coverage</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>

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<b>Arizona’s English Language Arts Standards (2016)</b>	<b>myPerspectives ©2017 Grade 9</b>
9-10.RL.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><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>
<b>Craft and Structure</b>	
9-10.RL.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.	<p><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>
9-10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.	<p><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>
9-10.RL.6 Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	<p><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>

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<b>Integration of Knowledge and Ideas</b>	
9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	<p><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>
9-10.RL.8 (Not applicable to literature)	Not applicable to literature according to Arizona’s English Language Arts Standards
9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work.	<p><b>SE/TE:</b> “Pyramus and Thisbe,” 492; <i>The Odyssey / The Odyssey: A Graphic Novel</i>, 632;  <b>myPerspectives Plus:</b> Common Core Companion, 69–70</p>
<b>Range of Reading and Level of Text Complexity</b>	
9-10.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grades 9.	<p><i>Students apply this standard with literary selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> “The Seventh Man,” 132; from <i>Life of Pi</i>, 202; <i>The Tragedy of Romeo and Juliet</i>, 374, 400, 424, 450, 466; <i>The Odyssey, Part 1</i>, 558; <i>The Odyssey, Part 2</i>, 594; “There Will Come Soft Rains,” 722; “the beginning of the end of the world” / “The Powwow on the End of the World” / “A Song on the End of the World,” 758</p> <p><b>Additional Coverage</b>  <b>SE/TE:</b> “American History,” 36; “Morning Talk” / “Immigrant Picnic,” 98; “I Am Offering This Poem” / “The Writer” / “Hugging the Jukebox,” 224; “For My People” / “Incident,” 312; “Pyramus and Thisbe,” 486; <i>The Odyssey, A Graphic Novel</i>, 624; “The Return,” 650; “Courage” / “Ithaka” / “The Narrow Road of the Interior,” 668; “By the Waters of Babylon,” 704</p>

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<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
9-10.RI.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><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>
9-10.RI.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><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>
9-10.RI.3 Analyze how the author constructs 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>"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>
<b>Craft and Structure</b>	
9-10.RI.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.	<p><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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9-10.RI.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><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>Additional Coverage</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>
9-10.RI.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><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>
<b>Integration of Knowledge and Ideas</b>	
9-10.RI.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><b>SE/TE:</b> "The <i>Endurance</i> and the <i>James Caird</i> in Images," 194; "The Voyage of the <i>James Caird</i>" / "The <i>Endurance</i> and the <i>James Caird</i> in Images," 200–201; "Tragic Romeo and Juliet Offers Bosnia Hope," 524, 528–529; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780–781; <b>myPerspectives Plus:</b> Common Core Companion, 150–151</p>
9-10.RI.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><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>
9-10.RI.9 Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	<p><b>SE/TE:</b> "The Immigrant Contribution," 30; "Remarks on the Assassination of Martin Luther King, Jr.," 296; "I Have a Dream," 266; "Letter From Birmingham Jail," 288; <b>myPerspectives Plus:</b> Common Core Companion, 164–165</p>



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<b>Range of Reading and Level of Text Complexity</b>	
9-10.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.	<p><i>Students apply this standard with literary nonfiction selections throughout the program, including but not limited to the following:</i></p> <p><b>SE/TE:</b> "A Quilt of a Country" 12; "The Moral Logic of Survivor Guilt," 152; "The Value of a Sherpa Life," 216; "Letter From Birmingham Jail," 270; <i>The Hero’s Adventure</i>, 660</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "I Have a Dream," 260; "Remembering Civil Rights History,"308; "Lessons of Dr. Martin Luther King, Jr.,"322, "The Voyage of the <i>James Caird</i>," 178; "Traveling," 334; "<i>Romeo and Juliet</i> Is a Terrible Play / In Defense of <i>Romeo and Juliet</i>," 504; "Twenty Years On," 516; "The Nuclear Tourist," 746; "The Myth of the <i>War of the Worlds</i> Panic," 774; <b>myPerspectives Plus:</b> Common Core Companion, 171–172</p>
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 168; Unit 4: 494; <i>Life of Pi</i>, 214; Performance-Based Assessment, Unit 2: 246; <i>The Tragedy of Romeo and Juliet</i>, 465, 484; "Tragic Romeo and Juliet Offers Bosnia Hope," 528</p> <p><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>

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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><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>, 214; Performance-Based Assessment, Unit 2: 245; Unit 4: 537–538; <i>The Odyssey</i>; <i>The Odyssey, A Graphic Novel</i>, 632</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “<i>Romeo and Juliet</i> Is a Terrible Play” / In Defense of <i>Romeo and Juliet</i>,” 515;  <b>myPerspectives Plus:</b> Common Core Companion, 179–182</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><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</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><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</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><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</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Performance-Based Assessment, 246;  <b>myPerspectives Plus:</b> Common Core Companion, 184</p>
e. Provide a concluding statement or section that follows from and supports the argument presented.	<p><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</p>

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<b>Arizona’s English Language Arts Standards (2016)</b>	<b>myPerspectives ©2017 Grade 9</b>
9-10.W.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><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>
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><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 myPerspectives Plus:</u></b> Common Core Companion, 190–194</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><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; Unit 5: 641; Performance-Based Assessment, Unit 3: 352</p> <p><b><u>Additional Coverage myPerspectives Plus:</u></b> Common Core Companion, 192</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><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 302, Unit 5: 644; "Lessons of Dr. Martin Luther King, Jr.," 332, "<i>Romeo and Juliet</i> Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 514;  <b>myPerspectives Plus:</b> Common Core Companion, 195</p>
d. Use precise language and domain-specific vocabulary to manage the complexity of the 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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e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.	<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><i>Additional Coverage myPerspectives Plus:</i></b> Common Core Companion, 197
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).	<b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 302, Unit 5: 640–645; <i>Performance- Based Assessment</i> , Unit 3: 353; Unit 5: 691; <b>myPerspectives Plus:</b> Common Core Companion, 196
9-10.W.3 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><i>Additional Coverage</i></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
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.	<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
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, 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

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c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 52–57; Whole-Class Performance Task ,Unit 6: 736–741; Performance- Based Assessment, 790–791; <b>myPerspectives Plus:</b> Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School
d. Use precise words and phrases, relevant descriptive 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
e. 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
<b>Production and Distribution of Writing</b>	
9-10.W.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.)	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 52; Unit 2: 168; Unit 3: 298; Unit 4: 494; Unit 5: 640; Unit 6: 782  <b><i>Additional Coverage</i></b> <b>SE/TE:</b> "I Have a Dream" / "Letter From Birmingham Jail," 292; <i>The Odyssey, Part 2</i> , 622; <b>myPerspectives Plus:</b> Common Core Companion, 213–214
9-10.W.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.)	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 52; Unit 2: 168; Unit 3: 298; Unit 4: 494; Unit 5: 640; Unit 6: 782; <b>myPerspectives Plus:</b> Common Core Companion, 220–221

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9-10.W.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><b>SE/TE:</b> "The Writing on the Wall," 87; "The Voyage of the <i>James Caird</i>," / "The <i>Endurance</i> and the <i>James Caird</i> in Images," 200; <i>The Hero's Adventure</i>, 667; "By the Waters of Babylon," 721; <i>Radiolab: War of the Worlds</i> / "The Myth of the <i>War of the Worlds</i> Panic," 780</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> Small-Group Performance Task, Unit 1: 110; Unit 3: 334–345; Unit 5: 682–683; Unit 6: 782–783; Performance-Based Assessment, Unit 3: 354; Unit 4: 540; Unit 6: 792; <b>myPerspectives Plus:</b> Common Core Companion, 227–228</p>
<b>Research to Build and Present Knowledge</b>	
9-10.W.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><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>
9-10.W.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><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>
9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p><b>SE/TE:</b> Performance-Based Assessment, Unit 1: 118; Unit 2: 246; Unit 3: 352, Unit 4: 538; <i>The Hero's Adventure</i>, 666; "The Nuclear Tourist," 757; <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, 255–256, 259–260</p>

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a. Apply grades 9-10 Reading standards to literature.	<b>SE/TE:</b> “Pyramus and Thisbe,” 492, <i>The Odyssey</i> ; <i>The Odyssey, A Graphic Novel</i> , 632; <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260
b. Apply grades 9-10 Reading standards to informational and nonfiction text.	<b>SE/TE:</b> "A Quilt of a Country" / "The Immigrant Contribution," 34; "I Have a Dream" / "Letter From Birmingham Jail," 292, <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
<b>Range of Writing</b>	
9-10.W.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.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 52, Unit 2: 168; Unit 3: 298; Unit 4: 494; Unit 5: 640; Unit 6: 736  <b>Additional Coverage</b> <b>SE/TE:</b> Performance-Based Assessment, Unit 2: 246; Unit 3: 298; Unit 3: 352, Unit 4: 538; Unit 5: 690; <b>myPerspectives Plus:</b> Common Core Companion, 263–272
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	<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  <b>Additional Coverage myPerspectives Plus:</b> Common Core Companion, 280
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.	<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

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b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and 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>
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><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>
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 based on 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>
9-10.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy 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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<b>Arizona’s English Language Arts Standards (2016)</b>	<b>myPerspectives ©2017 Grade 9</b>
9-10.SL.3 Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying 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>	
9-10.SL.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; use appropriate eye contact, adequate volume, and clear pronunciation.	<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>  <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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<b>Arizona’s English Language Arts Standards (2016)</b>	<b>myPerspectives ©2017 Grade 9</b>
9-10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<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>
9-10.SL.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 for specific expectations.)	<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 myPerspectives Plus:</u></b>  Common Core Companion, 302–303, 306</p>
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
9-10.L.1 Demonstrate command of the conventions of Standard 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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a. Use parallel structure.	<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
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<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  <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
9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	<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  <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
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	<b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 320; "Lessons of Dr. Martin Luther King, Jr.," 332; <b>myPerspectives Plus:</b> Common Core Companion, 314–315; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Semicolons Grammar Grab Tutorial
b. Use a colon to introduce a list or quotation.	<b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 161; Whole-Class Performance Task, Unit 4: 497; <b>myPerspectives Plus:</b> Common Core Companion, 316–317; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Colons Grammar Grab

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c. Use correct spelling.	<b>SE/TE:</b> “I Have a Dream,” 268; Whole-Class Performance Task, Unit 5: 643, 645; Unit 6: 740; <b>myPerspectives Plus:</b> Common Core Companion, 318–319
<b>Knowledge of Language</b>	
9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<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
a. Write and edit work so that it conforms to the guidelines in a style manual.	<b>SE/TE:</b> <i>Research</i> , R30–33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321
<b>Vocabulary Acquisition and Use</b>	
9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	<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 myPerspectives Plus:</u></b> Common Core Companion, 322–329; Find It, Fix It

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<p>a. 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>b. 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><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</p> <p><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</p>

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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><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>
d. Verify the preliminary determination of the meaning of a word or phrase.	<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>
9-10.L.5 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>
a. Interpret figures of speech (e.g., euphemism, 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>

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b. 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>
9-10.L.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><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>  <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;  <b>myPerspectives Plus:</b> Common Core Companion, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary</p>