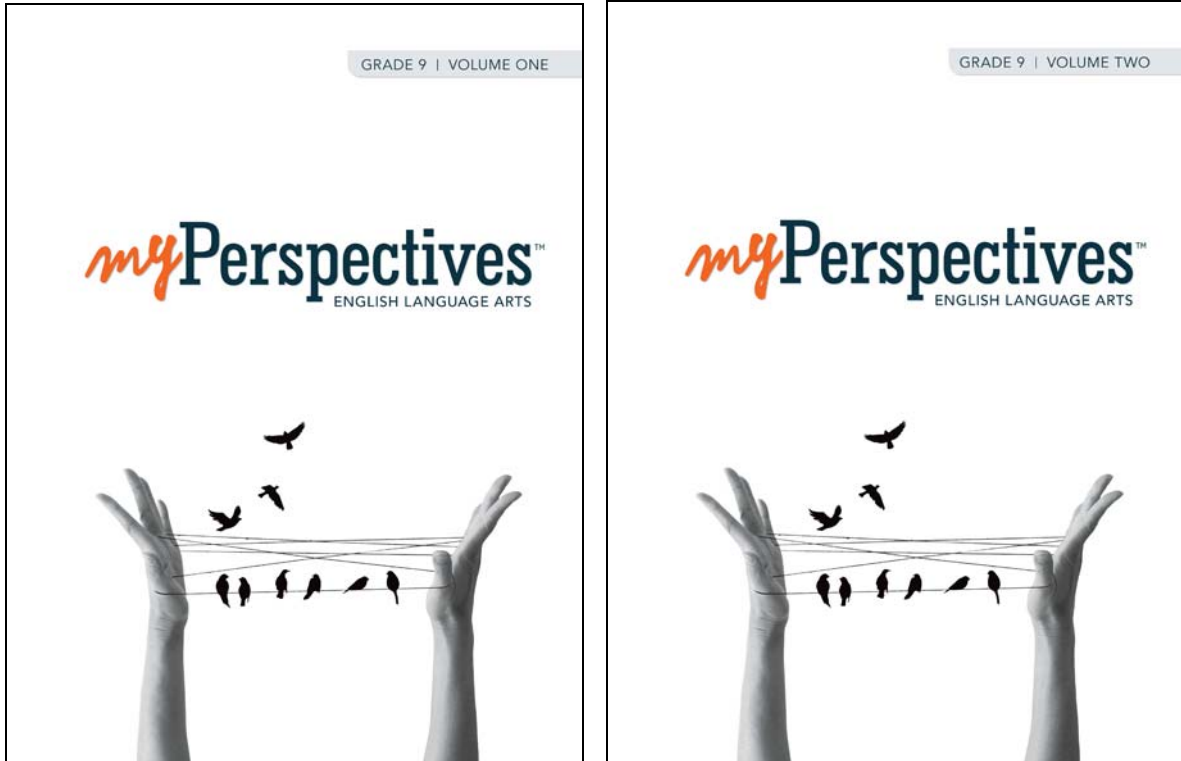


A Correlation of  
**myPerspectives**  
Grade 9, ©2017



To the  
**Indiana Academic Standards for  
English/Language Arts  
Grade 9**

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

**Introduction**

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

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

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

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

Copyright © 2020 Savvas Learning Company LLC All Rights Reserved.  
**Savvas™** and **Savvas Learning Company™** are the exclusive trademarks of Savvas Learning Company LLC in the US and in other countries.

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

**Table of Contents**

<b>READING.....</b>	<b>4</b>
<b>READING: Nonfiction.....</b>	<b>6</b>
<b>READING: Vocabulary .....</b>	<b>8</b>
<b>WRITING.....</b>	<b>10</b>
<b>SPEAKING AND LISTENING .....</b>	<b>17</b>
<b>MEDIA LITERACY.....</b>	<b>19</b>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>Indiana Academic Standards</b>	
<b>GRADES 9-10</b>	
<b>READING</b>	
<b>RL.1: LEARNING OUTCOME FOR READING LITERATURE</b>	
<b>Read and comprehend a variety of literature independently and proficiently</b>	
9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<b>SE/TE:</b> <i>Morning Talk; Immigrant Picnic</i> 98, <i>First Read Guide</i> : 114, 242, 348, 534, 686, 790, <i>Close Read Guide</i> : 115, 243, 349, 533, 687, 791, <i>The Seventh Man</i> : 132, <i>Life of Pi</i> : 202, <i>I Am Offering This Poem; The Writer; Hugging the Jukebox</i> : 224, <i>Romeo and Juliet Act I</i> : 374, <i>Act II</i> : 400, <i>Act III</i> : 424, <i>Act IV</i> : 450, <i>Act V</i> : 466, <i>Pyramus and Thisbe</i> : 486, <i>The Odyssey, Part I</i> : 558, <i>The Odyssey, Part 2</i> : 594, <i>The Odyssey: A Graphic Novel</i> : 624, <i>The Return</i> : 650, <i>Courage; Ithaka; The Narrow Road of the Interior</i> : 668, <i>By the Waters of Babylon</i> : 704, <i>There Will Come Soft Rains</i> : 722, <i>the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World</i> : 758
<b>RL.2: KEY IDEAS AND TEXTUAL SUPPORT</b>	
<b>Build comprehension and appreciation of literature by analyzing, inferring, and drawing conclusions about literary elements, themes, and central ideas</b>	
9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<b>SE/TE:</b> <i>The Seventh Man</i> : 146, <i>The Voyage of the Jame Caird</i> : 199, <i>Romeo and Juliet</i> : 397, <i>Whole Class Performance Task</i> : 496, <i>the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World</i> : 766
9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.	<b>SE/TE:</b> <i>Music for My Mother</i> : 8, <i>Rules of the Game</i> : 75, <i>I Am Offering This Poem; The Writer; Hugging the Jukebox</i> : 237, <i>the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World</i> : 767
9-10.RL.2.3: Analyze how dynamic 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.	<b>SE/TE:</b> <i>Rules of the Game</i> : 75, <i>The Seventh Man</i> : 147, <i>Life of Pi</i> : 213, <i>Romeo and Juliet</i> : 397, 492, <i>The Odyssey, Part 1</i> : 592, <i>The Odyssey: A Graphic Novel</i> : 631, <i>By the Waters of Babylon</i> : 719

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
9-10.RL.2.4: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
<b>RL.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build comprehension and appreciation of literature, using knowledge of literary structure and point of view</b>	
9-10.RL.3.1: Analyze and evaluate how an author’s choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., <i>pacing, flashbacks</i> ) create such effects as mystery, tension, or surprise.	<b>SE/TE:</b> <i>Morning Talk: Immigrant Picnic 106, The Seventh Man: 147, For My People: Incident: 318, Romeo and Juliet 397, 421, 447, 463, The Odyssey, Part 1: 592, The Return: 656, By the Waters of Babylon: 716, There Will Come Soft Rains: 730, the beginning of the end of the world: The Powwow at the End of the World; A Song at the End of the World: 768</i>
9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., <i>created through the use of dramatic irony</i> ).	<b>SE/TE:</b> <i>Rules of the Game: 65, 68, Tragedy of Romeo and Juliet: 423</i>
<b>RL.4: SYNTHESIS AND CONNECTION OF IDEAS</b> <b>Build comprehension and appreciation of literature by connecting various literary works and analyzing how medium and interpretation impact meaning</b>	
9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.	<b>SE/TE:</b> <i>The Odyssey: A Graphic Novel: 631–632, Romeo and Juliet: 485, the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World: 768,</i>
9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	<b>SE/TE:</b> <i>I Have a Dream: 267, Romeo and Juliet: 375, Pyramus and Thisbe: 492, The Odyssey: A Graphic Novel: 632, Ithaka: 678</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>READING: Nonfiction</b>	
<b>RN.1: LEARNING OUTCOME FOR READING NONFICTION</b>	
<b>Read and comprehend a variety of nonfiction independently and proficiently</b>	
9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.	<b>SE/TE:</b> <i>A Quilt of a Country</i> : 12, <i>The Immigrant Contribution</i> : 22, <i>American History</i> : 36, <i>The Writing on the Wall</i> : 78, <i>With a Little Help From My Friends</i> : 88, <i>First Read Guide</i> : 114, 242, 348, 534, 686, 790, <i>Close Read Guide</i> : 115, 243, 349, 535, 687, 791, <i>The Moral Logic of Survivor Guilt</i> : 152, <i>The Voyage of the Jame Caird</i> : 178, <i>The Value of a Sherpa Life</i> : 216, <i>I Have a Dream</i> : 260, <i>Letter From Birmingham Jail</i> : 270, <i>Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet</i> : 504, <i>Twenty Years On</i> : 516, <i>Application for a Mariner's License</i> : 634, <i>The Hero's Adventure</i> : 660, <i>The Nuclear Tourist</i> : 746, <i>The Myth of the "War of the Worlds Panic"</i> : 778
<b>RN.2: KEY IDEAS AND TEXTUAL SUPPORT</b>	
<b>Extract and construct meaning from nonfiction texts using a range of comprehension skills</b>	
9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	<b>SE/TE:</b> <i>The Writing on the Wall</i> : 85, <i>The Endurance and the James Caird in Images</i> : 199, <i>I Have a Dream</i> : 266, <i>The Nuclear Tourist</i> : 751, 754, <i>Radiolab "War of the Worlds"</i> : 773, <i>American Experience: War of the Worlds</i> : 777, <i>The Myth of the "War of the Worlds Panic"</i> : 784
9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.	<b>SE/TE:</b> <i>The Immigrant Contribution</i> : 31, <i>The Writing on the Wall</i> : 85, <i>The Moral Logic of Survival Guilt</i> : 158, <i>The Value of a Sherpa Life</i> : 222, <i>Radiolab "War of the Worlds"</i> : 773, <i>American Experience: War of the Worlds</i> : 777
9-10.RN.2.3: 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.	<b>SE/TE:</b> <i>Rules of the Game</i> : 74, <i>With a Little Help From My Friends</i> : 94, <i>The Voyage of the Jame Caird</i> : 191, <i>Letter From Birmingham Jail</i> : 288, <i>Traveling</i> : 341, <i>Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet</i> : 514, <i>The Hero's Adventure</i> : 664, <i>Radiolab "War of the Worlds"</i> : 773, <i>American Experience: War of the Worlds</i> : 777

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>RN.3: STRUCTURAL ELEMENTS AND ORGANIZATION</b> <b>Build understanding of nonfiction text, using knowledge of structural organization and author’s purpose and message</b>	
9-10.RN.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
9-10.RN.3.2: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	<b>SE/TE:</b> <i>A Quilt of a Country: 18, The Immigrant Contribution: 30, 32, American History: 46, The Moral Logic of Survivor Guilt: 159, The Value of a Sherpa Life: 220, Traveling: 340, The Nuclear Tourist: 755</i>
9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	<b>SE/TE:</b> <i>A Quilt of a Country: 19, The Immigrant Contribution: 30, Rules of the Game: 62, The Writing on the Wall: 86, The Value of a Sherpa Life: 222, I Have a Dream: 260, The Nuclear Tourist: 755</i>
<b>RN.4: SYNTHESIS AND CONNECTION OF IDEAS</b> <b>Build understanding of nonfiction texts by evaluating specific claims and synthesizing and connecting ideas</b>	
9-10.RN.4.1: 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.	<b>SE/TE:</b> <i>The Moral Logic of Survivor Guilt: 158, The Value of a Sherpa Life: 222, Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet: 515, The Myth of the “War of the Worlds Panic”: 778</i>
9-10.RN.4.2: 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.	<b>SE/TE:</b> <i>The Endurance and the Jame Caird in Images: 194, 201, Lessons of MLK, Jr.: 322, Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet: 512, Tragic Romeo and Juliet Offers Bosnia Hope: 524, 527, 528, Radiolab “War of the Worlds”: 770, American Experience: War of the Worlds: 774, The Myth of the “War of the Worlds Panic”: 784</i>
9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.	<b>SE/TE:</b> <i>The Moral Logic of Survival Guilt: 158, I Have a Dream: 260, Letter From Birmingham Jail: 288, Lessons of MLK, Jr.: 322</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>READING: Vocabulary</b>	
<b>RV.1: LEARNING OUTCOME FOR READING VOCABULARY</b>	
<b>Acquire, refine, and apply vocabulary using various strategies and sources</b>	
9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>SE/TE:</b> <i>Unit Goals: 4, 124, 252, 358, 544, 696, The Key to Disaster Survival? Friends and Neighbors: 164, The Endurance and the James Caird in Images: 194, Romeo and Juliet: 397, Tragic Romeo and Juliet Offers Bosnia Hope: 524, 527, The Odyssey: A Graphic Novel: 624, 631, Application for a Mariner's License: 634, By the Waters of Babylon: 716, 719, The Nuclear Tourist: 756, Radiolab "War of the Worlds": 770, 773, American Experience: War of the Worlds: 774, 777</i>
<b>RV.2: VOCABULARY BUILDING</b>	
<b>Build and refine vocabulary by using strategies to determine and clarify words and understand their relationships</b>	
9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases.	<b>SE/TE:</b> <i>Rules of the Game: 62, The Writing on the Wall: 78, With a Little Help From My Friends: 88, The Moral Logic of Survivor Guilt: 152, The Voyage of the Jame Caird: 178, Life of Pi: 202, The Value of a Sherpa Life: 216, The Return: 650, The Hero's Adventure: 660, Courage; Ithaka; The Narrow Road of the Interior: 668, The Myth of the "War of the Worlds Panic": 778</i>
9-10.RV.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations.	<b>SE/TE:</b> <i>Rules of the Game: 74, The Seventh Man: 148, Remarks on the Assassination of Martin Luther King, Jr.: 294, The Nuclear Tourist: 756</i>



**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
9-10.RV.2.4: 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> ).	<b>SE/TE:</b> <i>A Quilt of a Country: 20, The Immigrant Contribution: 32, The Writing on the Wall: 84, With a Little Help From My Friends: 94, The Seventh Man: 148, The Moral Logic of Survival Guilt: 160, The Voyage of the Jame Caird: 191, Life of Pi: 202, I Am Offering This Poem; The Writer; Hugging the Jukebox: 224, 234, I Have a Dream: 268, 269, Letter From Birmingham Jail: 290, For My People; Incident: 312, 318, Lessons of MLK, Jr.: 322, Traveling: 340, Romeo and Juliet Act I: 397, Act II: 421, Act III: 447, Act IV: 463, Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet: 512, Twenty Years On: 516, 521, The Odyssey, Part 2: 620, 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 beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World: 758, 766</i>
9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.	<b>SE/TE:</b> <i>American History: 48, Rules of the Game: 74, With a Little Help From My Friends: 94, I Have a Dream: 268, Traveling: 340, Whole Class Performance Task: 498, 643, 645</i>
<p align="center"><b>RV.3: VOCABULARY IN LITERATURE AND NONFICTION TEXTS</b>  <b>Build comprehension and appreciation of literature and nonfiction texts by determining or clarifying figurative, connotative, and technical meanings</b></p>	
9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.	<b>SE/TE:</b> <i>Morning Talk; Immigrant Picnic 98, 108, The Seventh Man: 132, Life of Pi: 202, I Am Offering This Poem; The Writer; Hugging the Jukebox: 236, The Return: 657, There Will Come Soft Rains: 731, the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World: 768</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how <i>the language of a court opinion differs from that of a newspaper</i> ).	<b>SE/TE:</b> <i>The Immigrant Contribution</i> : 30, 32, <i>The Writing on the Wall</i> : 86, <i>With A Little Help From My Friends</i> : 96, <i>The Voyage of the Jame Caird</i> : 193, <i>Twenty Years On</i> : 516, <i>Courage; Ithaka; The Narrow Road of the Interior</i> : 680
9-10.RV.3.3: Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<b>SE/TE:</b> <i>Rules of the Game</i> : 74, <i>Morning Talk; Immigrant Picnic</i> 108, <i>I Have a Dream</i> : 266, <i>Romeo and Juliet</i> : 399, 463
<b>WRITING</b>	
<b>W.1: LEARNING OUTCOME FOR WRITING</b> <b>Write effectively for a variety of tasks, purposes, and audiences</b>	
9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.	<b>SE/TE:</b> <i>Whole Class Performance Task</i> : 53–54, 168–173, <i>With a Little Help From My Friends</i> : 97, <i>Remembering Civil Rights History, “When Words Meant Everything”</i> : 311, <i>Romeo and Juliet</i> : 493, <i>Performance-Based Assessment</i> : 118, 246, 352, 538, <i>The Seventh Man</i> : 150, <i>Lessons of MLK, Jr.</i> : 330, <i>The Odyssey: A Graphic Novel</i> : 633, <i>The Hero’s Adventure</i> : 666, <i>The Nuclear Tourist</i> : 757, <i>The Myth of the “War of the Worlds Panic”</i> : 785, <i>Rules of the Game</i> : 75, <i>Pyramus and Thisbe</i> : 493, <i>Morning Talk; Immigrant Picnic</i> 98, <i>Life of Pi</i> : 213, <i>I Am Offering This Poem; The Writer; Hugging the Jukebox</i> : 234, <i>American History</i> : 46–47, <i>The Writing on the Wall</i> : 85, <i>The Moral Logic of Survivor Guilt</i> : 158
<b>W.2: HANDWRITING</b> <b>Demonstrate the ability to write legibly</b>	
9-10.W.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>W.3: WRITING GENRES:</b> <b>Develop and refine writing skills by writing for different purposes and to specific audiences or people</b>	
<b>ARGUMENTATIVE</b>	
9-10.W.3.1 Write arguments in a variety of forms that –	<b>SE/TE:</b> <i>Whole Class Performance Task: 168, Romeo and Juliet: 464, Tragic Romeo and Juliet Offers Bosnia Hope: 529, The Odyssey: A Graphic Novel: 633, The Myth of the “War of the Worlds Panic”: 785</i>
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<b>SE/TE:</b> <i>The Seventh Man: 150, Whole Class Performance Task: 168, 169, 494, Life of Pi: 215, Performance Based Assessment: 245–246, 537–538. Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet: 515</i>
<ul style="list-style-type: none"> <li>● 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.</li> </ul>	<b>SE/TE:</b> <i>The Seventh Man: 150, Whole Class Performance Task: 168, 169, 494, 496, 497, Performance Based Assessment: 246, 538, Lessons of MLK Jr.: 331</i>
<ul style="list-style-type: none"> <li>● Use effective transitions 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.</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task: 168, 171, 494, Performance Based Assessment: 246, Lessons of MLK Jr.: 331</i>
<ul style="list-style-type: none"> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> </ul>	<b>SE/TE:</b> <i>The Seventh Man: 150, Whole Class Performance Task: 168, 172, 494, 496, 498, Performance Based Assessment: 246, Lessons of MLK Jr.: 333</i>
<ul style="list-style-type: none"> <li>● Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<b>SE/TE:</b> <i>Survival: 172, Performance-Based Assessment: 247</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>INFORMATIVE</b>	
9-10.W.3.2: Write informative compositions on a variety of topics that –	<b>SE/TE:</b> <i>With a Little Help From My Friends:</i> 97, <i>Letter From Birmingham Jail:</i> 293, <i>Lessons of MLK Jr.:</i> 331, <i>Performance-Based Assessment:</i> 351, 689, 690, <i>Whole Class Performance Task:</i> 640-642, <i>The Return:</i> 658
<ul style="list-style-type: none"> <li>• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension.</li> </ul>	<b>SE/TE:</b> <i>The Moral Logic of Survival Guilt:</i> 162, <i>Letter From a Birmingham Jail:</i> 293, <i>Whole Class Performance Task:</i> 298, 299, 640, 641, <i>Lessons of MLK Jr.:</i> 331, <i>Performance-Based Assessment:</i> 352, <i>Romeo and Juliet:</i> 493
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>SE/TE:</b> <i>With a Little Help From My Friends:</i> 97, <i>The Seventh Man:</i> 150, <i>The Moral Logic of Survivor Guilt:</i> 162, <i>Life of Pi:</i> 215, <i>Letter From a Birmingham Jail:</i> 293, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Whole Class Performance Task:</i> 298–299, 640, 641, <i>Performance-Based Assessment:</i> 352
<ul style="list-style-type: none"> <li>• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> </ul>	<b>SE/TE:</b> <i>Letter From a Birmingham Jail:</i> 293, <i>Whole Class Performance Task:</i> 298, 302, 640, 644, <i>Lessons of MLK, Jr.:</i> 332, <i>Romeo and Juliet is a Terrible Play...; In Defense of Romeo and Juliet:</i> 514
<ul style="list-style-type: none"> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.</li> </ul>	<b>SE/TE:</b> <i>Letter From a Birmingham Jail:</i> 293, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Whole Class Performance Task:</i> 298, 302, 640, 642, 643
<ul style="list-style-type: none"> <li>• Establish and maintain a style appropriate to the purpose and audience.</li> </ul>	<b>SE/TE:</b> <i>The Key to Disaster Survival? Friends and Neighbors:</i> 167, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Whole Class Performance Task:</i> 302, 640, 644, <i>Romeo and Juliet:</i> 493
<ul style="list-style-type: none"> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>).</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task:</i> 298, 300, 640, <i>Lessons of MLK Jr.:</i> 331, <i>Romeo and Juliet:</i> 493

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>NARRATIVE</b>	
9-10.W.3.3: Write narrative compositions in a variety of forms that –	<b>SE/TE:</b> <i>American History: 50, Whole Class Performance Task: 52, 736, Performance-Based Assessment: 118, 794, By the Waters of Babylon: 720, There Will Come Soft Rains: 734, the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World: 769</i>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>SE/TE:</b> <i>American History: 51, Whole Class Performance Task: 53–54, 737, Remarks on the Assassination of Martin Luther King, Jr.: 297, The Return: 656, By the Waters of Babylon: 720</i>
<ul style="list-style-type: none"> <li>Create a smooth progression of experiences or events.</li> </ul>	<b>SE/TE:</b> <i>Star-Crossed Romances: 471. Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet: 517, Whole Class Learning: 553, By the Waters of the Babylon: 720</i>
<ul style="list-style-type: none"> <li>Use narrative techniques, (e.g., <i>dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters.</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task: 53–54, 738, The Return: 656, By the Waters of Babylon: 719–720</i>
<ul style="list-style-type: none"> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> </ul>	<b>SE/TE:</b> <i>The Return: 656, By the Waters of Babylon: 720, Whole Class Performance Task: 738, 740</i>
<ul style="list-style-type: none"> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task: 53, 56, 739, The Return: 656, By the Waters of Babylon: 720, There Will Come Soft Rains: 734</i>
<ul style="list-style-type: none"> <li>Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ul>	<b>SE/TE:</b> <i>American History: 50, Whole Class Performance Task: 54, The Return: 656, By the Waters of Babylon: 720</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>W.4: THE WRITING PROCESS</b>	
<b>Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</b>	
9-10.W.4: Apply the writing process to –	
<ul style="list-style-type: none"> <li>Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task: 57, 172, Small Group Performance Task: 110–111, Letter From Birmingham Jail: 293, Romeo and Juliet: 493</i>
<ul style="list-style-type: none"> <li>Use technology to generate, 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 (e.g., use of publishing programs, integration of multimedia).</li> </ul>	<b>SE/TE:</b> <i>Whole Class Performance Task: 57, The Writing on the Wall: 87, Small Group Performance Task: 238, Romeo and Juliet: 485, The Hero’s Adventure: 667, By the Waters of Babylon: 721</i>
<b>W.5: THE RESEARCH PROCESS</b>	
<b>Build knowledge about the research process and the topic under study by conducting research</b>	
<b>FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION</b>	
9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.	
<ul style="list-style-type: none"> <li>Formulate an inquiry question, and refine and narrow the focus as research evolves.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, Whole Class Performance Task: 298, Remembering Civil Rights History, “When Words Meant Everything”: 311, Lessons of MLK, Jr.: 332, Performance-Based Assessment: 352, 538, The Hero’s Adventure: 666, The Nuclear Tourist: 757</i>
<ul style="list-style-type: none"> <li>Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, The Endurance and the James Caird in Images: 201, Whole Group Performance Task: 301, Performance-Based Assessment: 352, 538, The Odyssey: A Graphic Novel: 633, The Hero’s Adventure: 667</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

<b>Indiana Academic Standards for English/Language Arts, Grade 9</b>	<b>myPerspectives, Grade 9 ©2017</b>
<ul style="list-style-type: none"> <li>Assess the usefulness of each source in answering the research question.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, The Endurance and the James Caird in Images: 201, Whole Group Performance Task: 301, Performance-Based Assessment: 352, 538, The Odyssey: A Graphic Novel: 633, The Hero's Adventure: 667</i>
<ul style="list-style-type: none"> <li>Synthesize and integrate information into the text selectively to maintain the flow of ideas.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, The Endurance and the James Caird in Images: 201, Whole Group Performance Task: 301, Performance-Based Assessment: 352, 538, The Odyssey: A Graphic Novel: 633, The Hero's Adventure: 667</i>
<ul style="list-style-type: none"> <li>Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA, APA</i>) for citation.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, The Endurance and the James Caird in Images: 201, Whole Group Performance Task: 301, Performance-Based Assessment: 352, 538, The Odyssey: A Graphic Novel: 633, The Hero's Adventure: 667</i>
<ul style="list-style-type: none"> <li>Present information, choosing from a variety of formats.</li> </ul>	<b>SE/TE:</b> <i>The Writing on the Wall: 87, The Endurance and the James Caird in Images: 201, Whole Group Performance Task: 301, Performance-Based Assessment: 352, 538, The Odyssey: A Graphic Novel: 633, The Hero's Adventure: 667</i>
<b>W.6: CONVENTIONS OF STANDARD ENGLISH</b> <b>Demonstrate command of the conventions of standard English</b>	
<b>GRAMMAR AND USAGE</b>	
9-10.W.6.1: Demonstrate command of English grammar and usage, focusing on:	<b>SE/TE:</b> <i>The Seventh Man: 150, The Moral Logic of Survivor Guilt: 161, The Hero's Adventure: 666, Courage; Ithaka; The Narrow Road of the Interior: 680, Whole Class Performance Task: 740</i>
9-10.W.6.1a: <b>Pronouns</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> Students build upon and continue applying conventions learned previously. For example see: <i>From the Odyssey: 621, Remarks on the Assassination of Martin Luther King: 297</i>
9-10.W.6.1b: <b>Verbs</b> – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.	<b>SE/TE:</b> <i>Journeys of Transformation: 614</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
9-10.W.6.1c: <b>Adjectives and Adverbs</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	Students build upon and continue applying conventions learned previously. For example see: <b>SE/TE:</b> <i>The Odyssey:</i> 621
9-10.W.6.1d: <b>Phrases and Clauses</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>American History:</i> 48, <i>The Seventh Man:</i> 148, <i>Whole Class Performance Task:</i> 171, 739, <i>The Voyage of the Jame Caird:</i> 193, <i>The Life of Pi:</i> 214, <i>Twenty Years On:</i> 523, <i>The Return:</i> 658
9-10.W.6.1e: <b>Usage</b> – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.	<b>SE/TE:</b> <i>I Have a Dream:</i> 267, <i>The Value of a Sherpa Life:</i> 222, <i>Romeo and Juliet:</i> 483, <i>There Will Come Soft Rains:</i> 733
<b>CAPITALIZATION, PUNCTUATION, AND SPELLING</b>	
9-10.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:	<b>SE/TE:</b> <i>American History:</i> 51, <i>Rules of the Game:</i> 76, <i>The Moral Logic of Survival Guilt:</i> 160, <i>Traveling:</i> 342, <i>By the Waters of Babylon:</i> 718, <i>The Return:</i> 658
9-10.W.6.2a: <b>Capitalization</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Performance Task:</i> 57, <i>Whole Class Learning:</i> 152D, <i>World’s End:</i> 704C
9-10.W.6.2b: <b>Punctuation</b> – ● Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.	<b>SE/TE:</b> <i>The Moral Logic of Survival Guilt:</i> 161, <i>For My People; Incident:</i> 321
9-10.W.6.2c: <b>Spelling</b> – <i>Students are expected to build upon and continue applying conventions learned previously.</i>	<b>SE/TE:</b> <i>Whole Class Performance Task:</i> 645, 740



**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
<b>SPEAKING AND LISTENING</b>	
<b>SL.1: LEARNING OUTCOME FOR SPEAKING AND LISTENING</b> <b>Refine and apply effective communication skills through speaking and active listening</b>	
9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., <i>conventions, style, vocabulary</i> ) to communicate effectively with a variety of audiences and for different purposes.	<b>SE/TE:</b> <i>Small Group Performance Task: 110, 345, 683, 787, I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, Small Group Performance Task: 239, For My People; Incident: 321, Performance-Based Assessment: 352, 542, Romeo and Juliet Act II: 423</i>
<b>SL.2: DISCUSSION AND COLLABORATION</b> <b>Refine and apply reciprocal communication skills by participating in a range of collaborative discussions</b>	
9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	<b>SE/TE:</b> <i>Rules of the Game: 74, Share Your Independent Learning: 116, 244, 350, 536, 688, 792, Traveling: 343, The Odyssey, Part 1: 593, The Odyssey, Part 2: 623, Courage; Ithaka; The Narrow Road of the Interior: 681</i>
9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.	<b>SE/TE:</b> <i>American History: 51, The Voyage of the James Caird: 192, I Am Offering This Poem; The Writer; Hugging the Jukebox: 237, Traveling: 343, The Odyssey, Part 1: 593</i>
9-10.SL.2.3: Work with peers to set rules for collegial discussions and decision-making (eg. <i>Informal consensus, taking votes on key issues, presentation of alternate views</i> ), clear goals and deadlines, and individual roles as needed.	<b>SE/TE:</b> <i>Morning Talk; Immigrant Picnic 109, Traveling: 343, The Odyssey, Part 1: 593, The Odyssey, Part 2: 623, Courage; Ithaka; The Narrow Road of the Interior: 681</i>
9-10.SL.2.4: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	<b>SE/TE:</b> <i>Music for My Mother: 8, Morning Talk; Immigrant Picnic 109, The Voyage of the James Caird: 191, Traveling: 343, Application for a Mariner's License: 639</i>

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

Indiana Academic Standards for English/Language Arts, Grade 9	myPerspectives, Grade 9 ©2017
9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	<b>SE/TE:</b> <i>With a Little Help From My Friends:</i> 94, <i>Morning Talk; Immigrant Picnic</i> 109, <i>The Key to Disaster Survival? Friends and Neighbors:</i> 166, <i>The Voyage of the James Caird:</i> 192, <i>Traveling:</i> 343, <i>The Odyssey, Part 2:</i> 623
<b>SL.3: COMPREHENSION</b> <b>Refine and apply active listening and interpretation skills using various strategies</b>	
9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., <i>visually, quantitatively, orally</i> ) evaluating the credibility and accuracy of each source.	<b>SE/TE:</b> <i>The Key to Disaster Survival? Friends and Neighbors:</i> 164, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Remembering Civil Rights History, “When Words Meant Everything”:</i> 310, <i>By the Waters of Babylon:</i> 721, <i>the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World:</i> 769
9-10.SL.3.2: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SE/TE:</b> <i>The Key to Disaster Survival? Friends and Neighbors:</i> 164, 166, <i>I Have a Dream:</i> 267, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Remembering Civil Rights History, “When Words Meant Everything”:</i> 308, <i>The Odyssey, Part 2:</i> 623
<b>SL.4: PRESENTATION OF KNOWLEDGE AND IDEAS</b> <b>Refine and apply speaking skills to communicate ideas effectively in a variety of situations</b>	
9-10.SL.4.1: 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.	<b>SE/TE:</b> <i>Small Group Performance Task:</i> 110–111, 238, 344, 530, 682, 786, <i>Performance-Based Assessment:</i> 120, 354, 540, 692, 693, <i>Remarks on the Assassination of Martin Luther King, Jr.:</i> 297, <i>Romeo and Juliet Act IV:</i> 465, <i>By the Waters of Babylon:</i> 721, <i>the beginning of the end of the world; The Powwow at the End of the World; A Song at the End of the World:</i> 769, <i>The Myth of the “War of the Worlds Panic”:</i> 785

**A Correlation of myPerspectives, Grade 9, ©2017 to the  
Indiana Academic Standards for English/Language Arts Grade 9**

<b>Indiana Academic Standards for English/Language Arts, Grade 9</b>	<b>myPerspectives, Grade 9 ©2017</b>
9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence.	<b>SE/TE:</b> <i>The Writing on the Wall:</i> 87, <i>Small Group Performance Task:</i> 110, 239, 345, 531, 683, 787, <i>The Endurance and the James Caird in Images:</i> 201, <i>The Value of a Sherpa Life:</i> 220, <i>Performance-Based Assessment:</i> 354, 540, 796, <i>By the Waters of Babylon:</i> 721, <i>The Myth of the "War of the Worlds Panic":</i> 785
9-10.SL.4.3: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	<i>Students build upon and continue applying concepts learned previously.</i>
<b>MEDIA LITERACY</b>	
<b>ML.1: LEARNING OUTCOME FOR MEDIA LITERACY</b> <b>Develop and enhance understanding of the roles of media and techniques and strategies used to achieve various purposes</b>	
9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.	<b>SE/TE:</b> <i>The Literature of Civil Rights:</i> 250, <i>World's End:</i> 770
<b>ML.2: MEDIA LITERACY</b> <b>Analyze the purposes of media and the ways in which media can have influences</b>	
9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.	<b>SE/TE:</b> <i>The Literature of Civil Rights:</i> 258
9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.	<b>SE/TE:</b> <i>Personalize for Learning:</i> 708, <i>Small Group Learning:</i> 743, <i>World's End:</i> 770