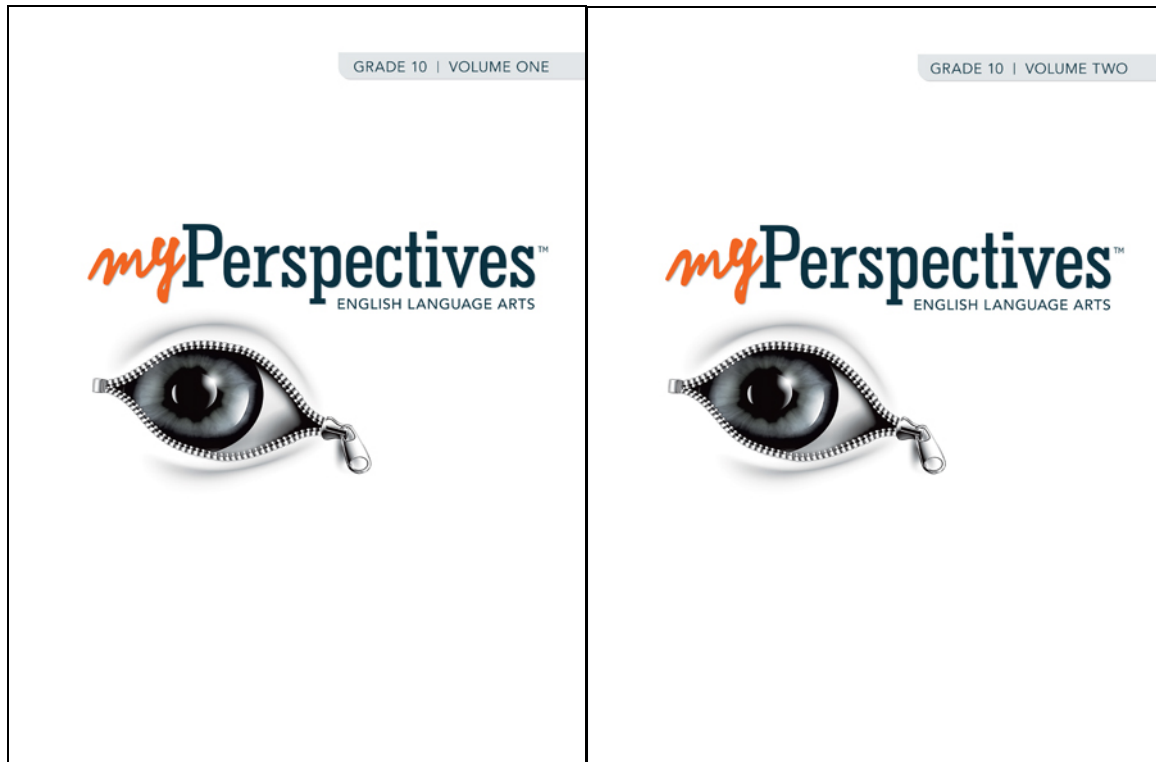


## A Correlation of



**Grade 10, ©2017**

To the  
**Massachusetts Curriculum Framework  
2017 English Language Arts**

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**Introduction**

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of **Massachusetts Curriculum Framework 2017 English Language Arts**. 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>Grades 9–10 Reading Standards</b>	
<b>Grades 9–10 Reading Standards for Literature [RL]</b>	
Key Ideas and Details	
<p>1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> 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 a text.</p>	<p><b>SE/TE: [Theme]</b> “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, <b>[Summary]</b> 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 throughout the grade level. A few examples appear on pp 36, 43, 68, 77, 200, and 207.</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE: [Theme]</b> “They are hostile nations” / “Under a Certain Little Star,” 631; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 755–756; <b>myPerspectives Plus:</b> 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><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b> <b>SE/TE:</b> "The Necklace," 387; <b>myPerspectives Plus:</b> Common Core Companion, 28–29</p>
<p><b>Craft and Structure</b></p>	
<p>4. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p>	<p><b>SE/TE:</b> "The Metamorphosis," 182; "The Doll's House," 201, 210; "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><b><u>Additional Coverage</u></b> <b>SE/TE:</b> "Where Is Here?," 71; "beware: do not read this poem," 103; "Avarice" / "The Good Life" / "Money," 438, 440; "They are hostile nations" / "Under a Certain Little Star," 632; <b>myPerspectives Plus:</b> 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><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b> <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 48–49</p>

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6. Analyze a case in which a character’s point of view and actions signal acceptance or rejection of cultural norms or intellectual ideas of a period or place, drawing on a wide reading of world literature.	<b>SE/TE:</b> “beware: do not read this poem” / “The Raven” / “Windigo,” 112; “The Metamorphosis,” 146; “Sonnet, With Bird” / “Elliptical” / “Fences,” 220; “The Necklace,” 386; “Avarice” / “The Good Life” / “Money,” 439; “The Country of the Blind,” 766
<b>Integration of Knowledge and Ideas</b>	
7. Analyze a critical response to a work or body of literature (e.g., author documentary, book review); provide a summary of the argument presented and evaluate the strength of the evidence supporting it.	<b>SE/TE:</b> “The Censors,” 340–341; “The Fall of the House of Usher,” 33; “House Taken Over,” 45; “The Metamorphosis,” 184; “The Doll’s House,” 211; “The Censors,” 340–341; “They are hostile nations,” / Under a Certain Little Star,” 624 <b>TE Only:</b> Personalize for Learning: Strategic Support, Plot, 775
8. (Not applicable. For expectations regarding themes in literary texts, see RL.2.)	Not applicable according to the Massachusetts Curriculum Framework 2017 English Language Arts.
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).	<b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 69–70
<b>Range of Reading and Level of Text Complexity</b>	
10. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	<b>SE/TE:</b> Share Your Independent Learning, 120, 356, 486, 650, 808

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<b>Grades 9–10 Reading Standards for Informational Text [RI]</b>	
Key Ideas and Details	
<p>1. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text.</p>	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 84–85, 91</p>
<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 a text.</p>	<p><b>SE/TE: [Central Idea]</b> “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 <b>[Summary]</b> 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 most <i>First Read</i> and <i>Comprehension Check</i> activities.</p> <p><b><u>Additional Coverage</u></b> <b>[Central Idea] myPerspectives Plus:</b> Common Core Companion, 97, 104; <b>[Summary] myPerspectives Plus:</b> Common Core Companion, 97–98</p>

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3. Analyze how an 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 presence or absence of connections between them.	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “The Dream Collector,” 88; “Let South Africa Show the World How to Forgive,” 641;  <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>
<b>Craft and Structure</b>	
4. Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author’s word choice varies from one part of a text to another	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124</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><b>SE/TE:</b> “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;  <b>myPerspectives Plus:</b> Common Core Companion, 130–131</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><b>SE/TE:</b> 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; <b>myPerspectives Plus:</b> Common Core Companion, 137–137, 144</p>
<b>Integration of Knowledge and Ideas</b>	
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 or deemphasized in each account.	<p><b>SE/TE:</b> “Inaugural Address,” John F. Kennedy (video), 294–297; <i>Speech at the United Nations</i> / “Diane Sawyer Interviews Malala Yousafzai,” 322; “Let South Africa Show the World How to Forgive,” 641; <b>myPerspectives Plus:</b> Common Core Companion, 150–151</p>



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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 or incomplete truths and fallacious reasoning.	<b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 157–158
9. Analyze seminal documents of historical and literary significance (e.g., Washington's Farewell Address, Lincoln's Second Inaugural and Gettysburg Addresses, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	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; <b>myPerspectives Plus:</b> Common Core Companion, 164–165
<b>Range of Reading and Level of Text Complexity</b>	
10. Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.	<b>SE/TE:</b> Share Your Independent Learning, 120, 356, 486, 650, 808
<b>Grades 9–10 Writing Standards [W]</b>	
Text Types and Purposes	
1. Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
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.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, Unit 5: 615; Performance-Based Assessment, Unit 2: 253, Unit 5: 651; <b>myPerspectives Plus:</b> Common Core Companion, 179–189; Interactive Writing Lesson: Argumentative Writing — High School
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.	<b>SE/TE:</b> 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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 181, 183

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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.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 193, Unit 5: 617; Performance-Based Assessment, Unit 2: 254, Unit 5: 652; <b>myPerspectives Plus:</b> Common Core Companion, 182, 186-187
d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, 254, 652; <b>myPerspectives Plus:</b> Common Core Companion, 182, 184
e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 192, 194, Unit 5: 618; Performance-Based Assessment, Unit 2: 254, Unit 5: 652  <b><i>Additional Coverage</i></b> <b>myPerspectives Plus:</b> Common Core Companion, 185
2. Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 58–59, 299–300, Unit 4: 409, 410; Performance-Based Assessment, Unit 1: 121, Unit 3: 357, Unit 4: 487, 488; <i>Speech at the United Nations / “Diane Sawyer Interviews Malala Yousafzai,”</i> 322-323; Tool Kit: Writing, R12  <b><i>Additional Coverage</i></b> <b>myPerspectives Plus:</b> Common Core Companion, 192, 194, 201, 300–301
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.	<b>SE/TE:</b> 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  <b><i>Additional Coverage</i></b> <b>myPerspectives Plus:</b> Common Core Companion, 192, 198–199

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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.	<b>SE/TE:</b> 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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 195
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<b>SE/TE:</b> 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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 196–197, 198–199
e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	<b>SE/TE:</b> 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  <b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance Task, 115; <b>myPerspectives Plus:</b> Common Core Companion, 196–197
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 1: 62, Unit 3: 300, Unit 4: 410; Performance-Based Assessment, Unit 1: 122, Unit 3: 358, Unit 4: 488  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 196
3. Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.	
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 an appropriate progression of experiences or events.	<b>SE/TE:</b> “Where Is Here?” 81; “Avarice” / “The Good Life” / “Money,” 441; Whole-Class Performance Task, Unit 6: 728–730; Performance-Based Assessment, Unit 6: 809, 810; <b>myPerspectives Plus:</b> Common Core Companion, 204–205; Interactive Writing Lesson: Narrative Writing — High School

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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> "Avarice" / "The Good Life" / "Money," 441; <i>Oedipus the King</i> : 726; Whole-Class Performance Task, Unit 6: 729; <b>myPerspectives Plus:</b> Common Core Companion, 207; Interactive Writing Lesson: Narrative Writing — High School
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 6: 728, 729; Performance-Based Assessment, Unit 6: 810; <b>myPerspectives Plus:</b> Common Core Companion, 206; Interactive Writing Lesson: Narrative Writing — High School
d. Use precise words and phrases, telling details, and figurative and sensory language to describe settings and characters and establish mood and tone.	<b>SE/TE:</b> 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; <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> Whole-Class <i>Performance Task</i> : Unit 6: 730, 732; Performance-Based Assessment, Unit 6: 810; <b>myPerspectives Plus:</b> Common Core Companion, 208, 209–210; Interactive Writing Lesson: Narrative Writing — High School
<b>Production and Distribution of Writing</b>	
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> "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  <b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 213–214

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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.	
a. Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grades 9–10).	<b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 47; Whole-Class Performance Task, Unit 1: 63, Unit 2: 195, Unit 3: 303, Unit 4: 413, Unit 5: 619, Unit 6: 733; “The Metamorphosis,” 183; “Encountering the Other,” 244; The “Four Freedoms” Speech, 281; “The Golden Touch,” 459; <b>myPerspectives Plus:</b> Find It, Fix It; Common Core Companion, 310–312
b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10).	<b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 61, Unit 2: 194, Unit 3: 300, Unit 4: 409, Unit 5: 618, Unit 6: 730; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488, Unit 6: 810; “The Metamorphosis,” 184; “The Doll’s House,” 210; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 334; <i>The Tempest</i> , 602; <b>myPerspectives Plus:</b> Common Core Companion, 208; Interactive Writing Lesson: Narrative 196–197, 198–199, Writing — High School
6. Use technology, including current web-based communication platforms, 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.	<b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 241–254
<b>Research to Build and Present Knowledge</b>	
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.	<b>SE/TE:</b> “Why Do Some Brains Enjoy Fear?” 99; Whole-Class Performance Task, Unit 3: 298; “Let South Africa Show the World How to Forgive,” 643; “View From the Empire State Building,” 745; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238

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<p>8. When conducting research, 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><b>SE/TE:</b> “Why Do Some Brains Enjoy Fear?” 99; “Encountering the Other,” 245; Whole-Class Performance Task, Unit 3: 298–303; Performance-Based Assessment, Unit 3: 360; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 429; Tool Kit: Research, R24-R33; <b>myPerspectives Plus:</b> Common Core Companion, 241–254</p>
<p>9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.</p>	<p><b>SE/TE:</b> “The Fall of the House of Usher” / “House Taken Over,” 48; “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 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; “The Neglected Senses,” 799; 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><b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260</p>
<p>Range of Writing</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><b>SE/TE:</b> Whole-Class Performance Task, Unit 1: 58, Unit 2: 190, Unit 3: 298, Unit 4: 408, Unit 5: 614, Unit 6: 728</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 1: 122, Unit 2: 254, Unit 3: 358, Unit 4: 488, Unit 5: 652, Unit 6: 810; <b>myPerspectives Plus:</b> Common Core Companion, 263–272</p>

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<b>Grades 9–10 Speaking and Listening Standards [SL]</b>	
Comprehension and Collaboration	
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.	
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. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)	<p><b>SE/TE:</b> Share Your Independent Learning, 120; Performance-Based Assessment, Unit 1: 125, Unit 3: 361, Unit 4: 491, Unit 6: 813</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 3: 350, Unit 5: 644; “The Country of the Blind,” 785;  <b>myPerspectives Plus:</b> Common Core Companion, 280; Conversations and Discussions — High School</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><b>SE/TE:</b> “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; <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> “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645  <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 Introductions and in Working as a Team features, which appear in the Small-Group Learning Overview lessons.</i></p>

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<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><b>SE/TE:</b> “The Thrill of the Chase,” 479; Small-Group Performance Task, Unit 5: 645; <i>Oedipus the King</i>, 727; <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>
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b> <b>SE/TE:</b> Performance-Based Assessment, Unit 3: 360; <b>myPerspectives Plus:</b> 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><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b> <b>myPerspectives Plus:</b> Common Core Companion, 286–287, 290; Evaluating Presentations — High School</p>



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<p>Presentation of Knowledge and Ideas</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, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)</p>	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 293–294, 297</p>
<p>5. Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b> <b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 300–301</p>

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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> "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; <b>myPerspectives Plus:</b> Giving a Presentation — High School</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> <i>The Tempest</i>, 571, 602; Performance-Based Assessment, Unit 3: 360, Unit 6: 812;  <b>myPerspectives Plus:</b> Common Core Companion, 302–303, 306</p>
<b>Grades 9–10 Language Standards [L]</b>	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grades 9–10 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)	
Sentence Structure, Variety, and Meaning	
a. Manipulate and rearrange clauses and phrases in sentences, paying attention to agreements of pronouns and their antecedents, logical use of verb tenses, and variety in sentence patterns.	<p><b>SE/TE:</b> "The Fall of the House of Usher," 23, 35; "House Taken Over," 47; "The Metamorphosis," 183; The "Four Freedoms" Speech, 281; "Speech at the United Nations," 317; "The Golden Touch," 459; "The Thrill of the Chase," 478; Whole-Class Performance Task, Unit 6: 731; "The Country of the Blind," 776</p> <p><b><u>Additional Resources</u></b>  <b>SE/TE:</b> <i>Grammar Handbook</i>, R58, R59, R60, R61</p>

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<p>b. Use various types of phrases (noun, verb, adjectival, participial, prepositional) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><b>SE/TE:</b> “House Taken Over,” 47; “The Metamorphosis,” 183; The “Four Freedoms” Speech, 281; “Speech at the United Nations,” 317; “The Golden Touch,” 459;</p> <p><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “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;  <b>myPerspectives Plus:</b> Common Core Companion, 312</p>
<p>c. Use parallel structure as a technique for creating coherence in sentences, paragraphs, and larger pieces of writing.</p>	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Common Core Companion, 310</p>
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> 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><b>SE/TE:</b> Whole-Class Performance Task, Unit 5: 614, 617; <b>myPerspectives Plus:</b> 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, recognizing that some words have commonly accepted variations (e.g., catalog/catalogue).	<b>SE/TE:</b> "Where Is Here?" 78; "Civil Peace," 399; Whole-Class Performance Task, Unit 1: 63, Unit 2: 195, Unit 3: 303, Unit 4: 413, Unit 5: 619, Unit 6: 733; <b>myPerspectives Plus:</b> Common Core Companion, 318
Knowledge of Language	
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.	
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 191, 195; Research, R30–33; <b>myPerspectives Plus:</b> Common Core Companion, 320-321
b. Revise and edit work to decrease redundancy (ineffective repetition of ideas or details).	<b>SE/TE:</b> "Inaugural Address," John F. Kennedy, 289, 291; <i>Oedipus the King</i> , Part II, 725 <b>TE Only:</b> Personalize for Learning: Challenge, Writing a Speech, 314
Vocabulary Acquisition and Use	
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.	
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.	<b>SE/TE:</b> "Where Is Here?" 68; "Revenge of the Geeks," 228; "Avarice" / "The Good Life" / "Money," 430; "King Midas," 460; "The Neglected Senses," 786  <b><i>Additional Coverage</i></b> <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 322

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<p>b. 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> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "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; <b>myPerspectives Plus:</b> Common Core Companion, 324</p>
<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><b>SE/TE:</b> "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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> "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;  <b>myPerspectives Plus:</b> Common Core Companion, 326</p>

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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><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b>  <b>SE/TE:</b> “beware: do not read this poem” / “The Raven” / “Windigo,” 110; “Revenge of the Geeks,” 224; “The Country of the Blind,” 758;  <b>myPerspectives Plus:</b> Common Core Companion, 328</p>
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	<p><b>SE/TE:</b> “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; <b>myPerspectives Plus:</b> Common Core Companion, 330</p>
b. Analyze nuances in the meaning of words with similar denotations.	<p><b>SE/TE:</b> “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><b><u>Additional Coverage</u></b>  <b>myPerspectives Plus:</b> Common Core Companion, 332</p>

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<p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>SE/TE:</b> “How to Tell You’re Reading a Graphic Novel—In Pictures,” 56–57; Whole-Class Performance Task, Unit 1: 61, Unit 2: 194, Unit 3: 300, Unit 4: 409, Unit 5: 618, Unit 6: 730; “Why Do Some Brains Enjoy Fear?” 96, 98; Performance-Based Assessment, Unit 1: 122, Unit 2: 358, Unit 4: 488, Unit 6: 810; “Franz Kafka and Metamorphosis,” 186; “The Metamorphosis,” 182, 184, 189; “The Doll’s House,” 201, 210; “Revenge of the Geeks,” 231; “Inaugural Address” / John F. Kennedy (video), 286, 289, 291, 294; “Diane Sawyer Interviews Malala Yousafzai,” 318, 321; “Caged Bird” / “Some Advice to Those Who Will Serve Time in Prison,” 332–334; “The Censors,” 338, 342; “Freedom of the Press Report 2015,” 344, 348; “The Necklace,” 386; “Civil Peace,” 401; “In La Rinconada, Peru, Searching for Beauty in Ugliness,” 428; <i>The Tempest</i>, 553, 585, 602; “View From the Empire State Building,” 743; “Blind” / “The Blind Seer of Ambon” / “On His Blindness,” 756</p>

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<p><b>Continued</b> 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge. (See grades 9–10 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grades 9–10 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)</p>	<p><b>Continued</b> <b><u>Additional Coverage</u></b> <b>SE/TE:</b> "Where Is Here?," 71; "The Dream Collector," 82, 88; "beware: do not read this poem," 103; "Sonnet, With Bird" / "Elliptical" / "Fences," 223; "Freedom of the Press Report 2015," 349; "Fit for a King: Treasures of Tutankhamun," 406; "Avarice" / "The Good Life" / "Money," 438, 440; "En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection" / "Caliban," 611; "They are hostile nations" / "Under a Certain Little Star," 630, 632; "The Neglected Senses," 801; Unit Goals: 4, 128, 260, 364, 494, 658; 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; <b>myPerspectives Plus:</b> Common Core Companion, 35–36, 42, 117–118, 124, 208, 293–294, 297, 334–335; Interactive Vocabulary Lesson: Domain-Specific Academic Vocabulary; Interactive Vocabulary Lesson: General Academic Vocabulary; Interactive Writing Lesson: Narrative 196–197, 198–199, Writing — High School; Giving a Presentation — High School</p>