

## A Correlation of



**Grade 9, ©2017**

To the

**Maryland College and Career Ready  
Curriculum Framework English  
Language Arts**

# A Correlation of myPerspectives, Grade 9, ©2017 to the Maryland College and Career Ready Curriculum Framework English Language Arts

## Introduction

This document demonstrates how *myPerspectives™ English Language Arts* meets the objectives of the **Maryland College and Career Ready Curriculum Framework English Language Arts (2014) including Essential Skills and Knowledge**. Correlation page references are to the Student Edition and Teacher’s Edition and are cited by selection and feature title.

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

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

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

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Maryland College and Career Ready Curriculum Framework English Language Arts	myPerspectives, Grade 9, ©2017
<b>Maryland College and Career Ready Curriculum Framework</b>	
<b>English Language Arts</b>	
<b>Grade 9-10 students:</b>	
<b>Reading Standards for Literature (RL)</b>	
<b>Cluster: Key Ideas and Details</b>	
<b>RL1 CCR Anchor Standard</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RL1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (SC, 9-10)	<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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 46, 73, 105, 145, 211, 232–233, 317, 590, 617, 676–677; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 35–47</p>
<ul style="list-style-type: none"> <li>Analyze text clues that affect meaning.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 46, 73, 105, 145, 211, 232–233, 317, 590, 617, 676–677;  <b>myPerspectives Plus:</b> Common Core Companion, 35–47</p>

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<ul style="list-style-type: none"> <li>Analyze relevant denotative, connotative, and figurative language. (See CCSS L. 9-10 .5)</li> </ul>	<p><b>SE/TE:</b> Word Choice, 21, 108, 193; Sound Devices, 86; Figurative Language, 96, 236, 399; Word Study: Connotation and Denotation, 74; <b>myPerspectives Plus:</b> Common Core Companion, 35-47</p>
<ul style="list-style-type: none"> <li>Analyze and evaluate available evidence for thoroughness, completeness, and relevance.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 46, 73, 105, 145, 211, 232-233, 317, 590, 617, 676-677; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 35-47</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 2-3, 9</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754; Word Study: Connotation and Denotation, 74; Multiple-Meaning Words, 106, 491; <b>myPerspectives Plus:</b> Common Core Companion, 35-36, 42</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See 9-10 CCSS L.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310-313, 314-319</p>

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<b>RL2 CCR Anchor Standard</b>	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<p><b>RL2</b> 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. (SC, 9-10)</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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Objectively summarize a text by including the appropriate details.</li> </ul>	<p><b>SE/TE:</b> Write a Summary, 8, 702; Notebook, 45, 73, 145, 211, 214, 420, 446, 462, 479, 490, 590, 630, 655, 715, 729, 765; <b>myPerspectives Plus:</b> Common Core Companion, 15, 22</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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<ul style="list-style-type: none"> <li>Analyze ideas, literary techniques, and specific details in a text that develop a theme or central idea.</li> </ul>	<p><b>SE/TE:</b> Theme, 75; Development of Theme, 235; Reflect on Your Writing, 484; Comparing Texts, 486–491; Writing to Compare (archetypal theme and universal theme), 492–493; Theme and Poetic Structure, 767; Prewriting, 492;  <b>myPerspectives Plus:</b> Common Core Companion, 15, 22  <b>TE only:</b> Close Read, 64, 204, 313; Theme, 101, 475, 670; Analyze Theme, 229, 495; Identify Theme, 405; Challenge, 479; Infer Theme, 509</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Characters Develop Theme, 75; Analyze Theme, 229; Development of Theme, 235; Practice, 341; Identify Theme, 405; Reflect on Your Writing, 484; Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767;  <b>myPerspectives Plus:</b> Common Core Companion, 15, 22  <b>TE only:</b> Close Read, 64, 204, 313; Theme, 101, 475, 670; Analyze Theme, 229, 495; Identify Theme, 405; Challenge, 479; Infer Theme, 509</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Context Clues, 98, 312, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754; Word Study: Connotation and Denotation, 74; Multiple-Meaning Words, 106, 491;  <b>myPerspectives Plus:</b> Common Core Companion, 35–36, 42</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>

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<b>RL3 CCR Anchor Standard</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
<b>RL3</b> 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. (SC, 9-10)	<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  <b>Additional Coverage</b> <b>SE/TE:</b> "American History," 47; <b>myPerspectives Plus:</b> Common Core Companion, 28–29
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze and explain how complex characters develop, interact, and change over the course of a text.</li> </ul>	<b>SE/TE:</b> Complex Characters, 75; Characters, 213; Character Development, 719; Elements of Drama, 398; Tragedy, 481; <b>myPerspectives Plus:</b> Common Core Companion, 28–29 <b>TE only:</b> Analyze Character, 379, 415, 603; Analyze Characterization, 388; Indirect Characterization, 425
<ul style="list-style-type: none"> <li>Analyze, explain, and evaluate the impact of complex characters on advancing the plot and developing the theme in a text.</li> </ul>	<b>SE/TE:</b> Narrative Structure, 47; Complex Characters, 75; Characters, 213; Character Development, 719; Elements of Drama, 398; Tragedy, 481' Comprehension Check, 45; <b>myPerspectives Plus:</b> Common Core Companion, 28–29 <b>TE only:</b> Analyze Character, 415, 603; Analyze Characterization, 388; Indirect Characterization, 425
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<b>SE/TE:</b> Panel Discussion, 109; Practice: Complex Characters, 75; Characters, 213; Character Development, 719; Elements of Drama, 398; Tragedy, 481; <b>myPerspectives Plus:</b> Common Core Companion, 28–29



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<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754; Word Study: Connotation and Denotation, 74; Multiple-Meaning Words, 106, 491; <b>myPerspectives Plus:</b> Common Core Companion, 35–36, 42 <b>TE only:</b> Analyze Alliteration, 315; Analyze Simile, 381; Analyze Metaphor, 384</p>
<ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>Cluster: Craft and Structure</b></p>	
<p><b>RL4 CCR Anchor Standard</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p><b>RL4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) (SC, 9-10)</p>	<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>Additional Coverage</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>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language. (See CCSS L.9-10.5)</li> </ul>	<p><b>SE/TE:</b> Idiom, 108; Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63; Figurative Language, 16, 231; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568</p>
<ul style="list-style-type: none"> <li>Analyze and explain how an author uses techniques to establish and maintain a specific literary style and tone.</li> </ul>	<p><b>SE/TE:</b> Author’s Style: Diction, 756; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63; Figurative Language, 16, 231; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568</p>
<ul style="list-style-type: none"> <li>Analyze and explain the cumulative impact of an author's deliberate manipulation of language (word choice, diction, structure) on meaning and tone.</li> </ul>	<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>Additional Coverage</b></p> <p><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>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 2–3, 9</p>

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<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Idiom, 108; Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author's Style: Diction, 756; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63; Figurative Language, 16, 231; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RL5 CCR Anchor Standard</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p><b>RL5</b> 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. (SC, 9-10)</p>	<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>Additional Coverage</b></p> <p><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;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 48–49</p>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Identify and explain the structural characteristics of complex narrative texts and use those characteristics when interpreting texts.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Narrative Structure, 47; Author’s Style: Exposition and Dialogue, 55; Characters Advance Plot, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717; Dramatic Structures, 448; Dramatic Elements, 464; Oral Tradition, 592; Word Order, 621; Plot Devices, 657;  <b>myPerspectives Plus:</b> Common Core Companion, 48–49  <b>TE only:</b> Identify Foreshadowing, 487; Understanding Flashbacks, 653</p>
<ul style="list-style-type: none"> <li>Analyze and explain how an author deliberately manipulates text structures, orders events, and the uses elements of time to create a specific effect and mood.</li> </ul>	<p><b>SE/TE:</b> Author’s Style: Exposition and Dialogue, 55; Characters Advance Plot, 75; Poetic Structures, 107, 319, 422; Order of Events, 147; Series of Events, 192; Narrative Elements, 717; Dramatic Structures, 448; Dramatic Elements, 464; Analyze Craft and Structure: Narrative Structure, 47; Oral Tradition, 592; Word Order, 621; Plot Devices, 657; <b>myPerspectives Plus:</b> Common Core Companion, 48–49  <b>TE only:</b> Identify Foreshadowing, 487; Understanding Flashbacks, 653</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 2–3, 9</p>

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<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10 .6)</li> </ul>	<p><b>SE/TE:</b> Idiom, 108; Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Analyze Idioms, 63; Figurative Language, 16, 231; Personification, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Identify Foreshadowing, 487; Understanding Flashbacks, 653</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RL6 CCR Anchor Standard</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>RL6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Understand, appreciate, and make connections with different cultures and points of view.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check. 211; Writing to Compare, 492; Historical Context, 552–555; Oral Tradition, 592; Analyze the Text, 618; Debate, 623; Point of View, 680; <b>myPerspectives Plus:</b> Common Core Companion, 55–56</p> <p><b>TE only:</b> Analyze Attitude, 209; Evaluating Cultural Context, 654</p>
<ul style="list-style-type: none"> <li>Identify, analyze and explain the influence, effect, or impact of historical and/or cultural experience on narrative text.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check. 211; Writing to Compare, 492; Historical Context, 552–555; Oral Tradition, 592; Analyze the Text, 618; Debate, 623; Point of View, 680; <b>myPerspectives Plus:</b> Common Core Companion, 55–56</p> <p><b>TE only:</b> Analyze Attitude, 209; Evaluating Cultural Context, 654</p>

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<ul style="list-style-type: none"> <li>Analyze the significance and effect of the author’s point of view and biographical experiences on narrative text.</li> </ul>	<p><b>SE/TE:</b> Point of View, 680; Historical Context, 366–371; How to Read Shakespeare, 372–373; 552–555; <b>myPerspectives Plus:</b> Common Core Companion, 55–56 <b>TE only:</b> Analyze Attitude, 209; Evaluating Cultural Context, 654</p> <p>In addition, About the Author includes biographical information that students can use to interpret the text.</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 55–56</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766; Author’s Style: Word Choice, 21, 108, 193; <b>myPerspectives Plus:</b> Common Core Companion, 35–47</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>

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<b>Cluster: Integration of Knowledge and Ideas</b>	
<b>RL7 CCR Anchor Standard</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
<b>RL7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ). (SC, 9-10)	<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  <b>Additional Coverage</b> <b>SE/TE:</b> “American History,” 36; “Rules of the Game,” 73; “The Seventh Man,” 136, 138
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader, listener, or viewer of a variety of literary forms.</li> </ul>	<b>SE/TE:</b> Speaking and Listening: Listen to a Scene from <i>Romeo and Juliet</i> , 485; Analyze the Text, 631; Prepare to Compare, 632; Writing to Compare, 200; <b>myPerspectives Plus:</b> Common Core Companion, 62–63 <b>TE only:</b> Planning: from “ <i>The Odyssey: A Graphic Novel</i> ”, 624A; Analyze and Interpret, 602; Illuminating the Text, 36, 136, 138; Enriching the Text, 73, 210
<ul style="list-style-type: none"> <li>Compare and contrast significant ideas between two different artistic mediums.</li> </ul>	<b>SE/TE:</b> Speaking and Listening: Listen to a Scene from <i>Romeo and Juliet</i> , 485; Analyze the Text, 631; Prepare to Compare, 632; Writing to Compare, 200; <b>myPerspectives Plus:</b> Common Core Companion, 62–63 <b>TE only:</b> Planning: from “ <i>The Odyssey: A Graphic Novel</i> ”, 624A; Analyze and Interpret, 602; Illuminating the Text, 36, 136, 138; Enriching the Text, 73, 210
<ul style="list-style-type: none"> <li>Analyze and evaluate the author’s choice of details to include and exclude in order to convey meaning in print and non-print text.</li> </ul>	<b>SE/TE:</b> Prepare to Compare, 632; Writing to Compare, 200; <b>myPerspectives Plus:</b> Common Core Companion, 62–63 <b>TE only:</b> Planning: from “ <i>The Odyssey: A Graphic Novel</i> ”, 624A; Analyze and Interpret, 602; Illuminating the Text, 36, 136, 138; Enriching the Text, 73, 210

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<ul style="list-style-type: none"> <li>Analyze and evaluate the effectiveness of organization and structure in order to accomplish a purpose in print and non-print text.</li> </ul>	<p><b>SE/TE:</b> Prepare to Compare, 632; Writing to Compare, 200; <b>myPerspectives Plus:</b> Common Core Companion, 62–63</p> <p><b>TE only:</b> Planning: from “The Odyssey: A Graphic Novel”, 624A; Analyze and Interpret, 602; Illuminating the Text, 36, 136, 138; Enriching the Text, 73, 210</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766; <b>myPerspectives Plus:</b> Common Core Companion, 2–3, 9</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10 .6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 148, 160, 290; Author’s Style: Diction, 756; Figurative Language, 236, 399; Analyze Craft and Structure, 267</p> <p><b>TE only:</b> Idioms, 39, 82, 104, 135, 153, 203, 267, 444, 507, 596, 710, 749; Figurative Language, 16, 231; Analyze Metaphor, 261, 384; Analyze Simile, 381, 568; Identify Foreshadowing, 487; Understanding Flashbacks, 653</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RL8 CCR Anchor Standard</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>RL8</b> Not applicable to literature</p>	<p>Not applicable according to the Maryland College and Career Ready Curriculum Framework English Language Arts.</p>



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<b>RL9 CCR Anchor Standard</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RL9</b> 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> "Pyramus and Thisbe," 492; <i>The Odyssey / The Odyssey: A Graphic Novel</i> , 632; <b>myPerspectives Plus:</b> Common Core Companion, 69–70
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate understanding of why certain literary themes transcend time.</li> </ul>	<b>SE/TE:</b> Characters Develop Theme, 75; Analyze Theme, 229; Development of Theme, 235; Practice, 341; Identify Theme, 405; Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767; <b>myPerspectives Plus:</b> Common Core Companion, 69–70 <b>TE only:</b> Theme, 101, 475, 479, 489, 670; Analyzing Themes, 495
<ul style="list-style-type: none"> <li>Analyze specific universal themes of the human condition and how they are transformed by different authors.</li> </ul>	<b>SE/TE:</b> Prepare to Compare: Archetypal Theme, 492; Infer Theme, 509; Theme and Poetic Structure, 767; <b>myPerspectives Plus:</b> Common Core Companion, 69–70
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about literature.</li> </ul>	<b>SE/TE:</b> Panel Discussion, 109; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319

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<p><b>RL10 CCR Anchor Standard</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>RL10</b> By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories dramas, and poems, at the end of the grades 9-10 text complexity band independently and proficiently.</p>	<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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Demonstrate understanding of a wide range of sufficiently complex literary texts representing diverse cultures, perspectives, ethnicities, and time periods.</li> </ul>	<p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766, 791; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791</p> <p><u>Literary fiction selections include the following:</u>  The Seventh Man, 132; <i>Life of Pi</i>, 202; <i>The Odyssey, A Graphic Novel</i>, 624; <i>The Return</i>, 650; <i>There Will Come Soft Rains</i>, 722</p> <p><b>TE only:</b> Integrating Trade Books with <i>myPerspectives</i>, T38–T49 (includes titles such as: <i>The Joy Luck Club</i>; <i>The Call of the Wild</i>; <i>The Color Purple</i>; <i>Go Tell It On the Mountain</i>)</p>

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<ul style="list-style-type: none"> <li>○ Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> </ul>	<p><b>SE/TE:</b> First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Close Read, 18, 30, 84, 94, 106, 146, 212, 234, 242, 330, 340, 349, 373, 397, 421, 447, 463, 480, 491, 535, 618, 687, 716, 730, 766, 791; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790</p>
<ul style="list-style-type: none"> <li>○ As an emerging adult reader, set personal reading goals to self-select and explore texts of different genres and increasing complexity.</li> </ul>	<p><b>SE/TE:</b> Close-Read Guide, 115, 242, 349, 535, 687, 791; First-Read: Fiction, 62, 132, 202, 374, 486, 650, 704, 722; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790 <b>TE only:</b> Integrating Trade Books with myPerspectives, T38–T49</p>
<ul style="list-style-type: none"> <li>● Participate actively and appropriately in discussions about literature.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 46, 74, 106, 146, 212, 234, 318, 330, 340, 341, 397, 398, 421, 422, 447, 448, 463, 464, 480, 481, 491, 512, 591, 618, 631, 656, 678, 716, 717, 730, 731, 766</p>
<ul style="list-style-type: none"> <li>● Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing literature. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Word Network, 361, 701; Why These Words? 48, 74, 106, 148, 212, 234, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 591, 620, 656, 678, 718, 732, 766</p>
<ul style="list-style-type: none"> <li>● Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>

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<b>Reading Standards for Informational Text (RI)</b>	
<b>Cluster: Key Ideas and Details</b>	
<b>R1 CCR Anchor Standard</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
<b>RI1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (SC, 9-10)	<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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 17, 29, 83, 93, 157, 190, 219, 265, 287, 520, 663; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783; Analyze Craft and Structure (Practice), 19, 31, 85, 95, 159, 192, 193, 221, 267, 289, 522; <b>myPerspectives Plus:</b> Common Core Companion, 84–85, 91</p>
<ul style="list-style-type: none"> <li>Analyze text clues that affect meaning.</li> </ul>	<p><b>SE/TE:</b> Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783; Draw Conclusions, 158, 166; Make Inferences, 158, 288; Infer, 296, 638; <b>myPerspectives Plus:</b> Common Core Companion, 84–85, 91</p>
<ul style="list-style-type: none"> <li>Analyze relevant denotative, connotative, and figurative language. (See CCSS L.9-10. 5)</li> </ul>	<p><b>SE/TE:</b> Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; Word Choice, 193; Multiple-Meaning Words, 106, 191, 491; Connotation and Denotation, 74</p>

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<ul style="list-style-type: none"> <li>Evaluate available evidence for thoroughness, completeness, and relevance.</li> </ul>	<b>SE/TE:</b> Cite Textual Evidence, 18, 19, 30, 31, 84, 94, 158, 159, 166, 191, 220, 266, 267, 288, 289, 296, 521, 527, 638, 664, 754, 783; <b>myPerspectives Plus:</b> Common Core Companion, 84–85, 91
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319
<b>RI2 CCR Anchor Standard</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
<b>RI2</b> 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.	<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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Objectively summarize a text by including the appropriate key ideas, issues, and specific details.</li> </ul>	<b>SE/TE:</b> Write a Summary, 128, 256, 548; Write It, 222; <b>myPerspectives Plus:</b> Common Core Companion, 97–98, 104

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<ul style="list-style-type: none"> <li>Analyze ideas, issues, rhetoric devices, and specific details in a text that develop the central idea and/or claim.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Rhetorical Devices, 222; Purpose and Persuasion, 31; Central Idea, 85; Development of Ideas, 159, 665; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548; <b>myPerspectives Plus:</b> Common Core Companion, 97–98, 104 <b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RI3 CCR Anchor Standard</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
<p><b>RI3</b> 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 connections that are drawn between them. (SC, 9-10)</p>	<p><b>SE/TE:</b> "With a Little Help From My Friends," 95; "The Voyage of the <i>James Caird</i>," 192; "Letter From Birmingham Jail," 289; "Lessons of Dr. Martin Luther King, Jr.," 331; "<i>Romeo and Juliet</i> Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 514</p> <p><b>Additional Coverage</b> <b>SE/TE:</b> "Traveling," 341; <i>The Hero's Adventure</i>, 665; <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze and explain the structure of an informational text and how it contributes to meaning and/or purpose.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It &amp; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548; <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p> <p><b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<ul style="list-style-type: none"> <li>Analyze and explain the impact of events and individuals in informational texts.</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 17, 29, 83, 93, 157, 190, 219, 265, 287, 520, 663; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783; Analyze Craft and Structure (Practice), 19, 31, 85, 95, 159, 192, 193, 221, 267, 289, 522; <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>
<ul style="list-style-type: none"> <li>Analyze, explain, and evaluate the author’s development of ideas and concepts within informational texts.</li> </ul>	<p><b>SE/TE:</b> Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783; Analyze Craft and Structure (Practice), 19, 31, 85, 95, 159, 192, 193, 221, 267, 289, 522; <b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>
<ul style="list-style-type: none"> <li>Analyze and explain the interrelationships among ideas and concepts within informational texts. (See also CCSS SL.9-10.3)</li> </ul>	<p><b>SE/TE:</b> Comprehension Check, 17, 29, 83, 93, 157, 190, 219, 265, 287, 520, 663; Analyze Craft and Structure: Purpose and Persuasion, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 110–111</p>

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<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319
<b>Cluster: Craft and Structure</b>	
<b>RI4 CCR Anchor Standard</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
<b>RI4</b> Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper.) (SC, 9-10)	<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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.</li> </ul>	<b>SE/TE:</b> Purpose and Rhetoric, 19; Word Choice, 21, 86, 193; Diction, 34; Use of Rhetoric, 222; Rhetorical Devices, 267; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124 <b>TE only:</b> Figurative Language, 16, 25; Word Choice, 24



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<ul style="list-style-type: none"> <li>Analyze the meanings of colloquialisms, idioms, figurative language, and other words and phrases as they are used in context and influence text meaning and tone.</li> </ul>	<p><b>SE/TE:</b> Purpose and Rhetoric, 19; Word Choice, 21, 86, 193; Diction, 34; Use of Rhetoric, 222; Rhetorical Devices, 267; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124 <b>TE only:</b> Figurative Language, 16, 25; Word Choice, 24</p>
<ul style="list-style-type: none"> <li>Analyze and explain the cumulative impact of the author’s manipulation of language (syntax, diction) on meaning and tone.</li> </ul>	<p><b>SE/TE:</b> Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124</p>
<ul style="list-style-type: none"> <li>Compare and contrast the syntax and tone of informational texts written for differing audiences and purposes.</li> </ul>	<p><b>SE/TE:</b> Purpose and Rhetoric, 19; Word Choice, 21, 86, 193; Diction, 34; Use of Rhetoric, 222; Rhetorical Devices, 267; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>

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<b>RI5 CCR Anchor Standard</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
<b>RI5</b> 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). (SC, 9-10)	<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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze the effect of structural characteristics on meaning and/or purpose in an informational text.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 19, 31; Central Idea, 85; Literary Nonfiction, 95; Development of Ideas, 159; Series of Events, 192; Author’s Claims, 221; Argument, 289; Structure, 341; Organization, 514; Development of Ideas, 665; Read It &amp; Write It, 222; Key Idea, 773, 777; Write a Summary, 128, 256, 548; <b>myPerspectives Plus:</b> Common Core Companion, 130–131</p> <p><b>TE only:</b> Facilitating Small Group Close Read, 90; Launch Text, 254; Personalize for Learning, 33, 686; Strategic Support, 635</p>
<ul style="list-style-type: none"> <li>Describe the structure of an argument; identify its claims and evidence.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Persuasion, 19, 31; Author’s Claims and Ideas, 221; Argument, 267, 289; Analyze Craft and Structure: Argumentative Text, 513;  <b>myPerspectives Plus:</b> Common Core Companion, 130–131</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p>

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<ul style="list-style-type: none"> <li>Analyze and explain how an author deliberately manipulates language and text structures to develop and refine ideas or claims.</li> </ul>	<p><b>SE/TE:</b> Purpose and Rhetoric, 19; Word Choice, 21, 86, 193; Diction, 34; Use of Rhetoric, 222; Rhetorical Devices, 267; Analyze Craft and Structure: Argumentative Text, 513; <b>myPerspectives Plus:</b> Common Core Companion, 117–118, 124</p>
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RI6 CCR Anchor Standard</b> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p><b>RI6</b> Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose. (SC, 9-10)</p>	<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>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Identify and explain an author’s point of view or purpose in an informational text.</li> </ul>	<b>SE/TE:</b> Craft and Structure: Purpose and Persuasion, 19, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Use of Rhetoric, 222; Argument, 267, 289; Argumentative Text, 513; Travel Journalism, 755; <b>myPerspectives Plus:</b> Common Core Companion, 137–138, 144 <b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288; Close Read, 281, 284, 709
<ul style="list-style-type: none"> <li>Demonstrate understanding of rhetorical appeals.</li> </ul>	<b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Rhetorical Devices, 222; Purpose and Persuasion, 31; <b>myPerspectives Plus:</b> Common Core Companion, 137–138, 144
<ul style="list-style-type: none"> <li>Analyze and explain the author’s use of rhetoric and its contribution to meaning, point of view, and/or purpose of the text. (See also CCSS SL.9-10.3)</li> </ul>	<b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Rhetorical Devices, 222; Purpose and Persuasion, 31; Argument, 267, 289; Argumentative Text, 513; Author’s Claims and Ideas, 221; <b>myPerspectives Plus:</b> Common Core Companion, 137–138, 144
<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319

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<b>Cluster: Integration of Knowledge and Ideas</b>	
<b>RI7 CCR Anchor Standard</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
<b>RI7</b> 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. (SC, 9-10)	<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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader, listener, or viewer of print, non-print, and digital text.</li> </ul>	<p><b>SE/TE:</b> Comparing Text to Media: The <i>Endurance</i> and the <i>James Caird</i> in Images, 194–201; "Lessons of MLK, Jr.," 322–333; Comparing Text to Media: "Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet", 516–522; "Tragic Romeo and Juliet Offers Bosnia Hope", 524–529; <i>from Radiolab</i> "War of the Worlds", 770–773; <i>from American Experience</i> "War of the Worlds", 774–777; Writing to Compare, 780–781; <b>myPerspectives Plus:</b> Common Core Companion, 150–151</p> <p><b>TE only:</b> Planning: Tragic Romeo and Juliet Offers Bosnia Hope, 524A; <i>from RadioLab:</i> "War of the Worlds", 770A; <i>from American Experience</i> "War of the Worlds", 774A; The Myth of the War of the Worlds Panic, 778A</p>
<ul style="list-style-type: none"> <li>Analyze print, non-print, and digital text for relevant details that are emphasized in an informational text and that contribute to meaning.</li> </ul>	<p><b>SE/TE:</b> Comparing Text to Media: The <i>Endurance</i> and the <i>James Caird</i> in Images, 194–201; "Lessons of MLK, Jr.," 322–333; Comparing Text to Media: "Twenty Years On: The Unfinished Lives of Bosnia’s Romeo and Juliet", 516–522; "Tragic Romeo and Juliet Offers Bosnia Hope", 524–529; <i>from Radiolab</i> "War of the Worlds", 770–773; <i>from American Experience</i> "War of the Worlds", 774–779; Writing to Compare, 780–781; <b>myPerspectives Plus:</b> Common Core Companion, 150–151</p>

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<ul style="list-style-type: none"> <li>• Compare, contrast, draw conclusions, and connect significant details and ideas between two different mediums. (See also CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, SL.9-10.2)</li> </ul>	<p><b>SE/TE:</b> Writing to Compare, 200–201; “Tragic Romeo and Juliet Offers Bosnia Hope”, 524–529; Analyze Craft and Structure, 331; Research, 333</p>
<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>
<ul style="list-style-type: none"> <li>• Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129</p>
<ul style="list-style-type: none"> <li>• Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RI8 CCR Anchor Standard</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>RI8</b> 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. (SC, 9-10)</p>	<p><b>SE/TE:</b> “I Have a Dream,” / “Letter From Birmingham Jail,” 292–293; “Lessons of Dr. Martin Luther King, Jr.,” 331; “Romeo and Juliet Is a Terrible Play” / In Defense of <i>Romeo and Juliet</i>,” 513, 515; <b>myPerspectives Plus:</b> Common Core Companion, 157–158</p>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze and evaluate connections among evidence, inferences, and claims in an argument.</li> </ul>	<p><b>SE/TE:</b> Craft and Structure: Purpose and Persuasion, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Argument, 267, 289; Writing to Compare, 292–293; Argumentative Text, 513; Writing to Sources: Criticism, 515; Author’s Style: Use of Rhetoric, 222; <b>myPerspectives Plus:</b> Common Core Companion, 157–158</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p>
<ul style="list-style-type: none"> <li>Analyze an author’s implicit and explicit assumptions and beliefs about a subject.</li> </ul>	<p><b>SE/TE:</b> Purpose and Persuasion, 31; Development of Ideas, 199; Author’s Claims and Ideas, 221; Argument, 267, 289; Writing to Compare, 292–293; Argumentative Text, 513; Writing to Sources: Criticism, 515;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 157–158</p>
<ul style="list-style-type: none"> <li>Identify and explain common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma).</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Purpose and Rhetoric, 19; Development of Ideas, 199; Author’s Claims and Ideas, 221; Rhetorical Devices, 222; Purpose and Persuasion, 31;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 137–138, 144</p>
<ul style="list-style-type: none"> <li>Evaluate the credibility of an author’s argument by analyzing the manipulation of language, as well as the range, sufficiency, quality, relevance, and validity of the claims. (See also CCSS SL.9-10.2, SL.9-10.3)</li> </ul>	<p><b>SE/TE:</b> Craft and Structure: Purpose and Persuasion, 31; Author’s Claims and Ideas, 221; Argument, 267, 289; Writing to Compare, 292–293; Argumentative Text, 513; Writing to Sources: Criticism, 515; Author’s Style: Use of Rhetoric, 222; <b>myPerspectives Plus:</b> Common Core Companion, 157–158</p> <p><b>TE only:</b> Personalize for Learning: Clarifying Elements of an Argument, 221, 288</p>

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<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10 .6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117-129
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310-313, 314-319
<b>RI9 CCR Anchor Standard</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
<b>RI9</b> Analyze seminal U. S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	<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, 164-170
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze and explain the historical, cultural, and literary significance of specific seminal U. S. documents.</li> </ul>	<b>SE/TE:</b> "I Have a Dream" 260-269; "Letter From Birmingham Jail" 270-291; Writing to Compare, 292-293; <b>myPerspectives Plus:</b> Common Core Companion, 164-1670
<ul style="list-style-type: none"> <li>Identify and explain themes and concepts common to specific time periods in American history.</li> </ul>	<b>SE/TE:</b> "I Have a Dream" 260-269; "Letter From Birmingham Jail" 270-291; Writing to Compare, 292-293; <b>myPerspectives Plus:</b> Common Core Companion, 164-170 <b>TE only:</b> Planning & Personalize for Learning, 260A-260D, 270A-270D
<ul style="list-style-type: none"> <li>Compare, contrast and analyze the treatment of related themes, concepts, and rhetorical devices in seminal U.S. documents.</li> </ul>	<b>SE/TE:</b> Writing to Compare, 292-293; <b>myPerspectives Plus:</b> Common Core Companion, 164-165



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<ul style="list-style-type: none"> <li>Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>
<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129</p>
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319</p>
<p><b>RI10 CCR Anchor Standard</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>RI10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<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>Additional Coverage</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>

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<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>• Demonstrate understanding of a wide range of sufficiently complex literary nonfiction.</li> </ul>	<p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Close Read, 46, 74, 158, 191, 220, 266, 288, 754, 783; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791; <b>myPerspectives Plus:</b> Common Core Companion, 171–172</p>
<ul style="list-style-type: none"> <li>○ Comprehend texts of steadily increasing complexity, with scaffolding as needed.</li> </ul>	<p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; Independent Learning: First-Read Guide, 114, 242, 348, 534, 686, 790; Close-Read Guide, 115, 242, 349, 535, 687, 791; <b>myPerspectives Plus:</b> Common Core Companion, 171–172</p>
<ul style="list-style-type: none"> <li>○ As an emerging adult reader, set personal reading goals to self select and explore texts of different disciplines and increasing complexity.</li> </ul>	<p><b>SE/TE:</b> First-Read: Nonfiction, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 504, 516, 660, 746, 778; <b>myPerspectives Plus:</b> Common Core Companion, 171–172</p> <p><u>Literary nonfiction and informational text selections include the following:</u> <i>A Quilt of a Country, 12; The Immigrant Contribution, 22; American History, 36; 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 James Caird, 178; The Value of a Sherpa Life, 216; I Have a Dream, 260; Letter From a Birmingham Jail, 270; Twenty Years On, 516; Application for a Mariner’s License, 634; The Hero’s Adventure, 660; The Nuclear Tourist, 746</i></p>
<ul style="list-style-type: none"> <li>• Participate actively and appropriately in discussions about informational text.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Analyzing the Text, 18, 30, 84, 94, 158, 166, 191, 220, 266, 288, 296, 521, 527, 638, 664, 754, 783</p>

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<ul style="list-style-type: none"> <li>Interpret, explain, and apply appropriate academic and/or domain-specific vocabulary when responding and discussing informational text. (See CCSS L.9-10.4 &amp; L.9-10.6)</li> </ul>	<b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746, 778; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783; Context Clues, 30, 98, 312, 660, 778; Sound Devices, 86; Figurative Language, 96; <b>myPerspectives Plus:</b> Common Core Companion, 117–129
<ul style="list-style-type: none"> <li>Use knowledge of language and its conventions when speaking and writing. (See CCSS L.9-10.1)</li> </ul>	<b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; <b>myPerspectives Plus:</b> Common Core Companion, 310–313, 314–319
<b>Standards for Writing (W)</b>	
<b>Cluster: Text Types and Purposes</b>	
<b>W1 CCR Anchor Standard</b>	
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
<b>W1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<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  <b>Additional Coverage</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
<b>W.1a</b> 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. (SC, 9-10)	<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; The Odyssey, A Graphic Novel</i> , 632  <b>Additional Coverage</b> <b>SE/TE:</b> "Romeo and Juliet Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i> ," 515; <b>myPerspectives Plus:</b> Common Core Companion, 179–182

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Conduct a self-analysis of strengths and weaknesses as a writer of argument and adjust the writing process accordingly. (See CCSS W.9-10.5)</li> </ul>	<p><b>SE/TE:</b> Reflect on Your Writing, 150, 172, 484; Rubric, 247, 539; Reflecting, 173, 499; Evaluating Your Draft, 172, 498; Evaluate the Strength of Your Evidence, 245, 537; Review and Revise, 529; <b>myPerspectives Plus:</b> Common Core Companion, 179–182</p>
<ul style="list-style-type: none"> <li>• Narrow and refine the focus of a grade-appropriate complex topic.</li> </ul>	<p><b>SE/TE:</b> Assignment, 168, 246, 484, 494, 515, 528, 538; Prewriting / Planning, 169, 495, 632; Clarifying Ideas and Evidence, 215; Review Evidence for an Argument, 245, 537; <b>myPerspectives Plus:</b> Common Core Companion, 179–182</p>
<ul style="list-style-type: none"> <li>○ Analyze the topic to target information gathering.</li> </ul>	<p><b>SE/TE:</b> Consider Possible Counterclaims, 169, 495; Project Plan, 215; Evidence Log, 245, 537; Use Credible Evidence, 246; Provide convincing support, 484; Clarify Ideas and Evidence, 515</p>
<ul style="list-style-type: none"> <li>○ Generate and develop a well-constructed controlling idea, thesis, or claim that states, refutes, or modifies a position.</li> </ul>	<p><b>SE/TE:</b> Write a Claim, 169; Take a Position, 215; State Your Position, 245; Write a Working Thesis, 495; Write a Thesis, 529; <b>myPerspectives Plus:</b> Common Core Companion, 179–182</p>
<ul style="list-style-type: none"> <li>• Choose, apply, and maintain an organizational structure appropriate to the writing purpose. (See CCSS W.9-10.4, SL.9-10.1a, SL.9-10.4)</li> </ul>	<p><b>SE/TE:</b> Elements of an Argument, 168, 246; Organize Your Argument, 170; Revising for Focus and Organization, 172; Project Plan, 215; Choose an Effective Organization, 496; Revising for Focus and Organization, 498; Establish a Structure, 529; Write a Rough Outline, 633</p>
<ul style="list-style-type: none"> <li>○ Gather reliable and valid information from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.7, RI.9-10.8)</li> </ul>	<p><b>SE/TE:</b> Gather Evidence From Sources, 169; Review Evidence for an Argument, 245, 537; Gather Evidence, 495; Support From the Texts, 496; Supporting Argument: Using Quotations, 497; Analyze Arguments, 515</p>

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<ul style="list-style-type: none"> <li>○ Evaluate information to determine sufficiency and relevancy.</li> </ul>	<b>SE/TE:</b> Revising for Evidence and Collaboration, 172; Evaluate the Strength of Your Evidence, 245, 537; Support From the Texts, 496; Supporting Argument: Using Quotations, 497; Revising for Evidence and Elaboration, 498
<ul style="list-style-type: none"> <li>○ Establish clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>	<b>SE/TE:</b> Consider Possible Counterclaims, 169, 495; Create Cohesion: Transitions, 171; Clarifying Ideas and Evidence, 215; Making Connections, 495; Response to Counterclaim, 496; Clarify Ideas and Evidence, 515; Establish a Structure, 529; Write a Rough Outline, 633
<ul style="list-style-type: none"> <li>○ Logically sequence claims, counterclaims, reasons, and evidence.</li> </ul>	<b>SE/TE:</b> Argument Outline, 170; Revising for Focus and Organization: Internal Logic, 172; Organize Your Argument, 496; Establish a Structure, 529; Write a Rough Outline, 633
<b>W.1b</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: 169; Unit 4: 496, 497; Performance-Based Assessment, Unit 2: 246; Unit 4: 538; <b>myPerspectives Plus:</b> Common Core Companion, 183
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Attend to audience knowledge, interest, and concern.</li> </ul>	<b>SE/TE:</b> Write a First Draft (keep audience in mind), 170; Tone, 172; Organize Your Argument, 496; Checking for Understanding, 498; Consider Audience, 529
<ul style="list-style-type: none"> <li>• Use rhetorical appeals effectively.</li> </ul>	<b>SE/TE:</b> Charged Language and Parallelism, 222; Rhetorical Devices, 267; also see: Rhetorical Questions, 289; Author’s Style (rhetorical question), 514; <b>myPerspectives Plus:</b> Common Core Companion, 183

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<ul style="list-style-type: none"> <li>Refute opposing positions and opinions fairly.</li> </ul>	<b>SE/TE:</b> Consider Possible Counterclaims, 169, 495; Write a First Draft, 170; Refute Opposing Opinions, 215, 515; Refute a Counterclaim, 245; Response to Counterclaim, 496; Identify a Possible Counterclaim, 537; Write a possible counterclaim, 633; <b>myPerspectives Plus:</b> Common Core Companion, 183
<b>W.1c</b> 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: 171; Unit 4: 497; Performance-Based Assessment, Unit 2: 246; <b>myPerspectives Plus:</b> Common Core Companion, 184, 186–187
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Manipulate language and integrate ideas effectively. (See CCSS L.9-10.3)</li> </ul>	<b>SE/TE:</b> Language Development: Author's Style, 171; Word Choice, 172; Using Quotations, 497; Use Precise Language, 633
<ul style="list-style-type: none"> <li>Use a wide range of academic and domain-specific vocabulary. (CCSS L.9-10.6)</li> </ul>	<b>SE/TE:</b> Academic Vocabulary, 246, 538; Vocabulary and Conventions Connection, 484; Use Precise Language, 633
<ul style="list-style-type: none"> <li>Use words, phrases, and clauses appropriately to link the major sections of the text (See CCSS L.9-10.1b and L.7.1c*)</li> </ul>	<b>SE/TE:</b> Create Cohesion: Transitions, 171; Making Connections, 495; Response to Counterclaim, 496; Clarify Ideas and Evidence, 515; Establish a Structure, 529; Write a Rough Outline, 633
<ul style="list-style-type: none"> <li>Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L.9-10.1, L.9-10.3)</li> </ul>	<b>SE/TE:</b> Consider Possible Counterclaims, 169, 495; Write a First Draft (keep audience in mind), 170; Tone, 172; Refute opposing opinions, 215, 515; Refute a counterclaim, 245; Response to Counterclaim, 496; Checking for Understanding, 498; Consider Audience, 529; <b>myPerspectives Plus:</b> Common Core Companion, 184, 186–187
<ul style="list-style-type: none"> <li>Use parallel structure (CCSS L.9-10.1a)</li> </ul>	<b>SE/TE:</b> Rhetorical Device: Parallelism, 267; Create parallelism, 484; also see: Parallelism, 222; Conventions: Parallel Structure, 269

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<ul style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a)</li> </ul>	<b>SE/TE:</b> Conventions: Sentence Structure, 33; Punctuation, 161; Author’s Style: Semicolons, 320; Strategies, 372
<ul style="list-style-type: none"> <li>Use a colon to introduce a list or quotation (CCSS L.9-10.2b)</li> </ul>	<b>SE/TE:</b> Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497
<ul style="list-style-type: none"> <li>Use a consistent style, tone, voice, and mood (See CCSS L.6.3b* and L.8.1d*)</li> </ul>	<b>SE/TE:</b> Language Development: Author's Style, 171; Tone, Word Choice, 172; Style, 498; Consider Audience, 529; Use Precise Language, 633
<b>W.1d</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (SC, 9-10)	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 172, Unit 3: 303; Unit 4: 498; Unit 5: 644; Performance-Based Assessment, Unit 2: 246; "Remarks on the Assassination of Martin Luther King, Jr.," 297  <b>Additional Coverage</b> <b>SE/TE:</b> Performance-Based Assessment, 246; <b>myPerspectives Plus:</b> Common Core Companion, 184
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Integrate quotations and citations into a written text. (See CCSS L.9-10.3 and W.9-10.8)</li> </ul>	<b>SE/TE:</b> Quotations from authorities, 169; Elements of Literary Criticism, 494; Quotations from the text, 495; Supporting Argument: Using Quotations, 497; Edit for Conventions, 499; Exact Quotations, 529
<ul style="list-style-type: none"> <li>Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W.9-10.4, W.9-10.5, L.9-10.3; also reference L.3.3a*, L.7.3a*)</li> </ul>	<b>SE/TE:</b> Formal and objective language and tone, 168, 494; Language Development: Author's Style, 171, 498; Tone, Word Choice, 172; Create Parallelism, 484; Using Quotations, 497; Use Precise Language, 633
<ul style="list-style-type: none"> <li>Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c)</li> </ul>	<b>SE/TE:</b> Academic Vocabulary, 246, 538; Vocabulary and Conventions Connection, 484; Use Precise Language, 633; Using a dictionary and thesaurus, 643

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<ul style="list-style-type: none"> <li>Integrate quotations, paraphrases, and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.9-10.8)</li> </ul>	<b>SE/TE:</b> Quotations from Authorities, 169; Elements of Literary Criticism, 494; Quotations from the text, 495; Supporting Argument: Using Quotations, 497; Edit for Conventions, 499; Exact quotations, 529
<ul style="list-style-type: none"> <li>Use a standard format for citations (See CCSS L.9-10.3a and W.9-10.8)</li> </ul>	<b>SE/TE:</b> Supporting Argument: Using Quotations, 497; also see: Quotations from the Text, 495; Edit for Conventions, 499; Exact Quotations, 529
<ul style="list-style-type: none"> <li>Apply the editing phase of the writing process independently (See CCSS L.9-10.3a and W.9-10.5). <b>Edit for:</b></li> </ul>	<b>SE/TE:</b> Editing and Proofreading, 173, 499 <b>TE:</b> Purposeful Editing, 494
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Spelling, capitalization, and punctuation (See CCSS L.9-10.2, L.9-10.4.3b*)</li> </ul> </li> </ul>	<b>SE/TE:</b> Tip: Punctuation, 171; Editing and Proofreading, 173, 499 <b>TE:</b> Purposeful Editing, 494
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)</li> </ul> </li> </ul>	<b>SE/TE:</b> Subject and Verb Agreement & Pronoun and Antecedent Agreement, R60
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Appropriate pronoun usage (See L.6.1c*, L.6.1d*)</li> </ul> </li> </ul>	<b>SE/TE:</b> Relative Clauses and Relative Pronouns, 291
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Complete sentences (See CCSS L.4.1f*)</li> </ul> </li> </ul>	<b>SE/TE:</b> Sentence Types, 33
<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>Shifts in verb tense (See CCSS L.5.1d*)</li> </ul> </li> </ul>	<b>SE/TE:</b> Strong and Ordinary Verbs, 21
<b>W.1e</b> Provide a concluding statement or section that follows from and supports the argument presented. (SC, 9-10)	<b>SE/TE:</b> Whole-Class Performance Task, Unit 2: 70; Unit 4: 494, 498; <i>Performance-Based Assessment</i> , 246; Common Core Companion, 185
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Write relevant, concise, and effective conclusions (See CCSS W.9-10.4, W.9-10.5)</li> </ul>	<b>SE/TE:</b> Argument Outline, 170; Establish a Structure, 529; Write a Rough Outline, 633
<ul style="list-style-type: none"> <li>Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a, W.9-10.5, W.9-10.6, SL.9-10.4, SL.9-10.5, SL.9-10.6)</li> </ul>	<b>SE/TE:</b> Publishing and Presenting, 173, 499



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<p><b>W.2 CCR Anchor Standard</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p><b>W.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><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>Additional Coverage</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>
<p><b>W.2a</b> 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. (SC, 9-10)</p>	<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>Additional Coverage</b> <b>myPerspectives Plus:</b> Common Core Companion, 190–194</p>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Conduct a self-analysis of strengths and weaknesses as a writer of informational/explanatory text and adjust the writing process accordingly. (See CCSS W. 9-10.5)</li> </ul>	<p><b>SE/TE:</b> Reflect on Your Writing, 162, 622; Rubric, 353, 691, 692; Reflecting, 303, 645; Evaluating Your Draft, 302, 644; Evaluate Your Evidence, 351, 689; Evaluate Your Sources, 299</p>
<ul style="list-style-type: none"> <li>Narrow and refine the focus of a grade-appropriate complex topic.</li> </ul>	<p><b>SE/TE:</b> Writing Plan, 97; Assignment, 162, 297, 298, 311, 333, 352, 622, 639, 640, 659, 690, 692; <b>myPerspectives Plus:</b> Common Core Companion, 190–194</p>

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<ul style="list-style-type: none"> <li>○ Analyze the topic to target information gathering.</li> </ul>	<p><b>SE/TE:</b> Chosen Quote, 97; Evidence Log, 297, 351, 689; Focus Your Research, 299; Adequate Support, 300; Integrate Different Types of Information , 301; Revising for Evidence and Elaboration, 302, 644; Research Plan, 333; Gather Evidence, 641</p>
<ul style="list-style-type: none"> <li>○ Generate and develop a well-constructed introduction that presents the topic, central idea, or concept. (See CCSS W.9-10.4, W.9-10.5)</li> </ul>	<p><b>SE/TE:</b> Elements of an Informative Text (clear thesis), 298, 641; Organize Your Informative Text (thesis), 300; Write a Clear Thesis, 640; Introduction and Thesis, 642</p>
<ul style="list-style-type: none"> <li>● Apply and maintain an organizational structure designed to clarify and connect complex ideas, concepts, and information (See CCSS W. 9-10.4, SL. 9-10.1a, SL.9-10.4)</li> </ul>	<p><b>SE/TE:</b> Writing Plan, 97; Elements of an Informative Text, 298; Organize Your Informative Text, 300; Create Cohesion, 301; Revising for Focus and Organization, 302, 644; Elements of an Explanatory Text 640; Organize Your Ideas, 642</p>
<ul style="list-style-type: none"> <li>○ Determine and gather reliable and valid facts, details, examples, and quotations from print, non-print, and digital sources. (See CCSS W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.9b, RI.9-10.5, RI.9-10.8)</li> </ul>	<p><b>SE/TE:</b> Evidence Log, 297, 351, 689; Focus Your Research, 299; Adequate Support, 300; Integrate Different Types of Information , 301; Revising for Evidence and Elaboration, 302, 644; Research Plan, 333; Gather Evidence, 641</p>
<ul style="list-style-type: none"> <li>○ Evaluate information to determine sufficiency and relevancy.</li> </ul>	<p><b>SE/TE:</b> Elements of an Informative Text: reliable, credited sources, 298; Evaluate Sources, 299; Job Application: relevant information, 639; The Body (relevant evidence), 642; Explanatory Essay (relevant evidence), 690</p>
<ul style="list-style-type: none"> <li>○ Use appropriate and effective formatting of headings, graphics, and multimedia. (See CCSS L.9-10.3)</li> </ul>	<p><b>SE/TE:</b> Citation formats, 301; Performance-Based Assessment: Explanatory Text/Podcast, 692</p>

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<p><b>W.2b</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. (SC, 9-10)</p>	<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>Additional Coverage</b> <b>myPerspectives Plus:</b> Common Core Companion, 192</p>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Attend to audience knowledge, interest, and concern.</li> </ul>	<p><b>SE/TE:</b> Writing to Source (clear and accurate definition for reader), 162; Assignment: Precise language for readers, 297; Remember Your Audience, 300; Use Transitions, 302; Background information, 311; Hold reader's attention, 622; Tone, 644; Sensory Details (impact on audience), 659</p>
<ul style="list-style-type: none"> <li>Develop ideas and concepts through text structures, rhetorical patterns, appropriate strategies, and supporting evidence. (See CCSS W.9-10.4, W.5)</li> </ul>	<p><b>SE/TE:</b> Writing Plan, 97; Elements of an Informative Text, 298; Organize Your Informative Text, 300; Create Cohesion, 301; Revising for Focus and Organization, 302, 644; Elements of an Explanatory Text 640; Organize Your Ideas, 642</p>
<ul style="list-style-type: none"> <li>Integrate paraphrases and summarizations of source material appropriately into written text. (See CCSS L.9-10.3 and W.8)</li> </ul>	<p><b>SE/TE:</b> Summarize impact of speeches, 300; Integrate Different Types of Information (paraphrase &amp; summary), 301; Review Your Conclusion, 302; Conclusion, 642, 644</p>
<ul style="list-style-type: none"> <li>Integrate quotations and citations appropriately into written text. (See CCSS L.9-10.3 and W.8)</li> </ul>	<p><b>SE/TE:</b> Interpret a quotation, 97; Exact Quotation, 300; Integrate Different Types of Information, 301; Proofread for Accuracy, 303; Details/quotations, 641</p>
<p><b>W.2c</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p><b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 302, Unit 5: 644; "Lessons of Dr. Martin Luther King, Jr.,"332, "Romeo and Juliet Is a Terrible Play" / In Defense of <i>Romeo and Juliet</i>," 514; <b>myPerspectives Plus:</b> Common Core Companion, 195</p>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Manipulate language, use transitions, and integrate ideas effectively. (See CCSS L. 9-10.3)</li> </ul>	<b>SE/TE:</b> Language Development: Author's Style, 301; Use Transitions & Use Precise Language, 302; Edit for Formal Language, 303; Logical Organization, 644; <b>myPerspectives Plus:</b> Common Core Companion, 195
<ul style="list-style-type: none"> <li>Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L. 9-10.1, L.3)</li> </ul>	<b>SE/TE:</b> Writing to Source (clear and accurate definition for reader), 162; Assignment: Precise Language for Readers, 297; Remember Your Audience, 300; Language Development: Author's Style, 301; Use Transitions, 302; Edit for Formal Language, 303; Background Information, 311; Hold Reader's Attention, 622; Tone, 644; Edit for Conventions, 645; Sensory Details (impact on audience), 659
<ul style="list-style-type: none"> <li>Use words, phrases, and clauses appropriately to link the major sections of the text. (See CCSS L.9-10.1b and L.7.1c*)</li> </ul>	<b>SE/TE:</b> Use Transitions, 302; Logical Organization, 644; also see: Writing Plan, 97; Organize Your Informative Text, 300; Create Cohesion, 301; Revising for Focus and Organization, 302, 644; Organize Your Ideas, 642
<ul style="list-style-type: none"> <li>Use parallel structure (CCSS L.9-10.1a)</li> </ul>	<b>SE/TE:</b> Conventions: Parallel Structure, 269; Parallelism, 483; also see: Rhetorical Device: Parallelism, 267; Create Parallelism, 484; also see: Parallelism, 222
<ul style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a)</li> </ul>	<b>SE/TE:</b> Conventions: Sentence Structure, 33; Punctuation, 161; Author's Style: Semicolons, 320; Strategies, 372
<ul style="list-style-type: none"> <li>Use a colon to introduce a list or quotation (CCSS L.9-10.2b)</li> </ul>	<b>SE/TE:</b> Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497
<ul style="list-style-type: none"> <li>Use a consistent style, tone, voice, and mood. (See CCSS L.6.3b*, L.8.1d*)</li> </ul>	<b>SE/TE:</b> Assignment: Precise language for readers, 297; Language Development: Author's Style, 301; Edit for Formal Language, 303; Tone, 644; Edit for Conventions, 645; Sensory Details (impact on audience), 659

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<b>W.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<b>SE/TE:</b> Whole-Class Performance Task, Unit 3: 300; 302, Unit 5: 643; <b>myPerspectives Plus:</b> Common Core Companion, 195, 197
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Use a wide range of academic and domain-specific vocabulary. (See CCSS L.9-10.6)</li> </ul>	<b>SE/TE:</b> Academic Vocabulary, 298, 352, 640, 690; Vocabulary and Conventions Connection, 162, 622; also see: Writing to Source (clear and accurate definition for reader), 162; Assignment: Precise language for readers, 297; Edit for Formal Language, 303; <b>myPerspectives Plus:</b> Common Core Companion, 195, 197
<ul style="list-style-type: none"> <li>Demonstrate an understanding of word relationships, meaning, and function in different contexts. (See CCSS L.9-10.3, L.5)</li> </ul>	<b>SE/TE:</b> Writing to Source (clear and accurate definition for reader), 162; Assignment: Precise language for readers, 297; Language Development: Author's Style, 301; Edit for Formal Language, 303; Tone, 644; Sensory Details (impact on audience), 659; also see: Academic Vocabulary, 298, 352, 640, 690; Vocabulary and Conventions Connection, 162, 622
<ul style="list-style-type: none"> <li>Demonstrate an appropriate use of figurative language and understanding of nuances of meanings of words (See CCSS L.11-12.3, L.5)</li> </ul>	<b>SE/TE:</b> Figurative Language: Epic Simile, 619; Metaphor, Simile, 679; also see: Sensory Details (impact on audience), 659
<ul style="list-style-type: none"> <li>Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition. (See CCSS L.9-10.4c)</li> </ul>	<b>SE/TE:</b> Using a Dictionary and Thesaurus, 643
<b>W.2e</b> Establish and maintain a formal style and objective 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>Additional Coverage</b> <b>myPerspectives Plus:</b> Common Core Companion, 197

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Manipulate language through varying styles with different levels of formality, tone and purpose (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*)</li> </ul>	<b>SE/TE:</b> Writing to Source (clear and accurate definition for reader), 162; Assignment: Precise language for readers, 297; Language Development: Author's Style, 301; Edit for Formal Language, 303; Tone, 644; Sensory Details (impact on audience), 659; <b>myPerspectives Plus:</b> Common Core Companion, 197
<ul style="list-style-type: none"> <li>Integrate quotations, paraphrases, and summarizations of source material appropriately into written text.</li> </ul>	<b>SE/TE:</b> Conventions: Punctuation, 161; Summarize impact of speeches, 300; Integrate Different types of Information (paraphrase & summary), 301; Setting and Punctuating Direct Quotations, 497; Review Your Conclusion, 302; Conclusion, 642, 644
<ul style="list-style-type: none"> <li>Use a standard format appropriately for citations. (See CCSS 9-10 L3a and W.8)</li> </ul>	<b>SE/TE:</b> Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497
<ul style="list-style-type: none"> <li>Apply the editing phase of the writing process independently (See CCSS L. 9-10 .3a and W.5).</li> </ul>	<b>SE/TE:</b> Editing and Proofreading, 303, 645; also see: Writing Plan, 97
<b>Edit for:</b>	
<ul style="list-style-type: none"> <li>Spelling, capitalization, and punctuation (See CCSS L.9-10.2; see also CCSS L.4.3b*)</li> </ul>	<b>SE/TE:</b> Tip: Punctuation, 171; Editing and Proofreading, 173, 499 <b>TE:</b> Purposeful editing, 494
<ul style="list-style-type: none"> <li>Subject-verb and pronoun-antecedent agreement (See CCSS L.3.1f*)</li> </ul>	<b>SE/TE:</b> Subject and Verb Agreement & Pronoun and Antecedent Agreement, R60
<ul style="list-style-type: none"> <li>Appropriate pronoun usage (See L.6.1c, L.6.1d*)</li> </ul>	<b>SE/TE:</b> Relative Clauses and Relative Pronouns, 291
<ul style="list-style-type: none"> <li>Complete sentences (See CCSS L.4.1f*)</li> </ul>	<b>SE/TE:</b> Sentence Types, 33
<ul style="list-style-type: none"> <li>Shifts in verb tense (See CCSS L.5.1d*)</li> </ul>	<b>SE/TE:</b> Strong and Ordinary Verbs, 21
<b>W.2f</b> 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). (SC, 9-10)	<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

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Write relevant, concise, and effective conclusions. (See CCSS W 9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Review Your Conclusion, 302; Organize Your Ideas, 642; Logical Organization, 644
<ul style="list-style-type: none"> <li>Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats. (See CCSS L.9-10.3.a , W.5, W.6, SL.4, SL.5, SL.6)</li> </ul>	<b>SE/TE:</b> Publishing and Presenting, 303, 645; Performance-Based Assessment: Explanatory Text/Podcast, 692
<b>W3CCR Anchor Standard</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
<b>W3</b> 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>Additional Coverage</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
<b>W.3a</b> 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>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Conduct a self-analysis of strengths and weaknesses as a writer of narrative text and adjust the writing process accordingly. (See CCSS W.9-10.5)</li> </ul>	<b>SE/TE:</b> Reflect on Your Writing, 50, 720, 734; Reflecting, 57, 741; Evaluating Your Draft, 56, 740; Review the Elements of Effective Narrative, 790; <b>myPerspectives Plus:</b> Common Core Companion, 202–212

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<ul style="list-style-type: none"> <li>• Narrow and refine the focus of a grade-appropriate complex topic.</li> </ul>	<b>SE/TE:</b> Assignment, 50, 52, 720, 734, 736; Prewriting / Planning, 53, 737; <b>myPerspectives Plus:</b> Common Core Companion, 202–212
<ul style="list-style-type: none"> <li>○ Analyze the topic to target information gathering.</li> </ul>	<b>SE/TE:</b> Choose an Event to Explore & Gather Details, 53; Exposition and Dialogue, 55; Revising for Evidence and Elaboration, 56, 740; Gather Details, 737
<ul style="list-style-type: none"> <li>○ Choose, apply, and maintain an organizational structure that effectively develops the ideas and supports the writing purpose. (See CCSS W. 9-10 .4)</li> </ul>	<b>SE/TE:</b> Structure the Sequence, 53; Organize Your Narrative, 54; Exposition and Dialogue, 55; Revising for Focus and Organization, 56, 740; Organize Your Narrative, 738
<ul style="list-style-type: none"> <li>• Develop an engaging introduction that presents the conflict/problem/situation, point of view(s) and narrator/characters. (See CCSS W.9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Organize Your Narrative, 54; Exposition and Dialogue, 55; Organize Your Narrative, 738
<ul style="list-style-type: none"> <li>• Choose transitions and details appropriately to create a smooth progression of experiences or events. (See CCSS W. 9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Structure the Sequence, 53; Organize Your Narrative, 54; Exposition and Dialogue, 55; Revising for Focus and Organization, 56, 740; Organize Your Narrative, 738
<b>W.3b</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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Write appropriately paced, effective narratives that integrate and develop characters and multiple plot lines. (See CCSS W.9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write a Narrative, 736–741; Writing to Sources: Alternative Endings, 50; Sequel, 720; Short Story, 734; Original Literary Work, 769; Narrative, 790



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<ul style="list-style-type: none"> <li>Apply the methods of characterization to effectively support the purpose of the narrative. (See CCSS W.9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Portrayal of characters, 50; Sensory language that Develops Characters, 734; Establish Point of View, 737; Use Narrative Techniques, 740; <b>myPerspectives Plus:</b> Common Core Companion, 207
<ul style="list-style-type: none"> <li>Develop and sustain an authentic voice that maintains the character or narrator. (See CCSS W.9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Establish Point of View, 737; also see: Portrayal of characters, 50; Sensory language that Develops Characters, 734; Use Narrative Techniques, 740; <b>myPerspectives Plus:</b> Common Core Companion, 207
<ul style="list-style-type: none"> <li>Use and punctuate dialogue and dialect appropriately. (See CCSS L.9-10.3)</li> </ul>	<b>SE/TE:</b> Proofread for Accuracy, 741; also see: Exposition and Dialogue, 55; Revising for Evidence and Elaboration: Dialogue, 56; Gather Details, 737; Use Narrative Techniques, 740
<b>W.3c</b> 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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Sequence, build, and integrate events effectively and appropriately to meet the needs of the audience. (See CCSS W.9-10.4, L.3)</li> </ul>	<b>SE/TE:</b> Structure the Sequence, 53; Organize Your Narrative, 54; Exposition and Dialogue, 55; Revising for Focus and Organization, 56, 740; Organize Your Narrative, 738
<ul style="list-style-type: none"> <li>Use words, phrases, and clauses appropriately to transition and link plot shifts and changes. (See CCSS L. 9-10.1b)</li> </ul>	<b>SE/TE:</b> Structure the Sequence, 53; Organize Your Narrative, 54; Exposition and Dialogue, 55; Revising for Focus and Organization, 56, 740; Organize Your Narrative, 738
<ul style="list-style-type: none"> <li>Demonstrate understanding and application of appropriate usage to address audience, task, and purpose. (CCSS L. 9-10.1, L.3)</li> </ul>	<b>SE/TE:</b> Edit for Conventions, 57, 741

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<ul style="list-style-type: none"> <li>Use parallel structure (CCSS L.9-10.1a)</li> </ul>	<b>SE/TE:</b> For related material see: Structure the Sequence, 53; Organize Your Narrative, 54, 738; also see: Rhetorical Device: Parallelism, 267; Conventions: Parallel Structure, 269; Parallelism, 483; Create parallelism, 484
<ul style="list-style-type: none"> <li>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses (CCSS L.9-10.2a)</li> </ul>	<b>SE/TE:</b> Conventions: Sentence Structure, 33; Punctuation, 161; Author's Style: Semicolons, 320; Strategies, 372
<ul style="list-style-type: none"> <li>Use an appropriate style, tone, voice, and/or mood to address a specific audience. (See CCSS L.6.3b*, L.8.1d*)</li> </ul>	<b>SE/TE:</b> Language Development: Author's Style, 55; Vocabulary and Style Connection, 720, 734
<b>W.3d</b> Use precise words and phrases, telling 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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Manipulate language, including vivid verbs and sensory description, in order to create precise, realistic and vivid images, plots, settings, and characters. (See CCSS W. 9-10.4, W.5, L.3; also reference L.3.3a*, L.7.3a*)</li> </ul>	<b>SE/TE:</b> Sensory Details, 53; Style (precise language), 55; Vocabulary and Style Connection, 720, 734
<ul style="list-style-type: none"> <li>Use a wide range of vocabulary and figurative language to create vivid descriptions and sensory images. (See CCSS L. 9-10.5)</li> </ul>	<b>SE/TE:</b> Figurative Language: Epic Simile, 619; Metaphor, Simile, 679; also see: Sensory Details, 53; Style (precise language), 55; Vocabulary and Style Connection, 720, 734; <b>myPerspectives Plus:</b> Common Core Companion, 208
<ul style="list-style-type: none"> <li>Apply the editing phase of the writing process independently (See CCSS L. 9-10.3a and W.5)</li> </ul>	<b>SE/TE:</b> Editing and Proofreading, 57, 741

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<ul style="list-style-type: none"> <li>• <b>Edit for:</b></li> </ul>	
<ul style="list-style-type: none"> <li>○ <b>Spelling, capitalization, and punctuation</b> (See CCSS L.9-10.2; see also CCSS L.4.3b*)</li> </ul>	<b>SE/TE:</b> Tip: Punctuation, 171; Editing and Proofreading, 173, 499 <b>TE:</b> Purposeful Editing, 494
<ul style="list-style-type: none"> <li>○ <b>Subject-verb and pronoun-antecedent agreement</b> (See CCSS L.3.1f*)</li> </ul>	<b>SE/TE:</b> Subject and Verb Agreement & Pronoun and Antecedent Agreement, R60
<ul style="list-style-type: none"> <li>○ <b>Appropriate pronoun usage</b> (See L.6.1c*, L.6.1d*)</li> </ul>	<b>SE/TE:</b> Relative Clauses and relative Pronouns, 291
<ul style="list-style-type: none"> <li>○ <b>Complete sentences</b> (See CCSS L.4.1f*)</li> </ul>	<b>SE/TE:</b> Sentence Types, 33
<ul style="list-style-type: none"> <li>○ <b>Shifts in verb tense</b> (See CCSS L.5.1d*)</li> </ul>	<b>SE/TE:</b> Strong and Ordinary Verbs, 21
<ul style="list-style-type: none"> <li>• <b>Use a wide range of academic and domain-specific vocabulary.</b> (CCSS L.9-10.6)</li> </ul>	<b>SE/TE:</b> Academic Vocabulary, 52, 736, 790; Vocabulary and Style Connection, 720, 734
<ul style="list-style-type: none"> <li>• <b>Use and consult print and digital reference materials to clarify precise meaning and correct usage of vocabulary and to aid in vocabulary acquisition.</b> (See CCSS L.9-10.4c)</li> </ul>	<b>SE/TE:</b> Using a Dictionary and Thesaurus, 643
<b>W.3e</b> : 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>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• <b>Write a conclusion that maintains, links, follows, reflects and/or resolves the sequence of events, plot lines, and characterization of the narrative.</b> (See CCSS W. 9-10.4, W.5)</li> </ul>	<b>SE/TE:</b> Revising for Focus and Organization, 566; <b>myPerspectives Plus:</b> Common Core Companion, 206, 208
<ul style="list-style-type: none"> <li>• <b>Apply the publishing phase of the writing process independently, using a variety of print, non-print, and digital formats.</b> (See CCSS L.9-10 3.a , W.5, W.6, SL.4, SL.5, SL.6)</li> </ul>	<b>SE/TE:</b> Publishing and Presenting, 57, 741

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<b>Cluster: Production and Distribution of Writing</b>	
<b>W4 CCR Anchor Standard</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
<b>W4</b> 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.) (SC, 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>Additional Coverage</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
<b>Essential Skills and Knowledge</b>	
<b>W5 CCR Anchor Standard</b> 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.	
<b>W5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)	<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
<b>Essential Skills and Knowledge</b>	
<b>W6 CCR Anchor Standard</b> Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.	
<b>W6</b> 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. (SC, 9-10)	<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  <b>Additional Coverage</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

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Apply computer literacy and keyboarding skills at the proficient level as defined in "A Companion to the Maryland Technology Literacy Standards for Students."</li> </ul>	<p><b>SE/TE:</b> Small-Group Performance Task: Multimedia Presentation, 344–345; Deliver an Explanatory Multimedia Presentation, 682–683; Create a Podcast, 782–783; Performance-Based Assessment: Multimedia Presentation, 354, 540; Podcast, 692; Research: Digital Presentaiton, 87; Media Examples, 238; <b>myPerspectives Plus:</b> Common Core Companion, 227–228</p> <p><b>TE only:</b> Strategic Use of Media, 238; Word Processing Software: Write a Narrative, 52, 736; Write an Argument, 168, 494; Write an Informative Essay, 298; Write an Explanatory Text, 640; Research, 333; Digital Perspectives, 683; Editing and Proofreading, 57</p>
<ul style="list-style-type: none"> <li>Apply and/or adapt the MD SC technology standards to the writing process as appropriate for different writing tasks, purposes, and audiences.</li> </ul>	<p><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; Research: Digital Presentaiton, 87; Media Examples, 238; Multimedia Timeline, 721; <b>myPerspectives Plus:</b> Common Core Companion, 227–228</p>
<b>Topic/Cluster: Research to Build and Present Knowledge</b>	
<b>W7 CCR Anchor Standard</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
<p><b>W7</b> 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. (SC, 9-10)</p>	<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>Additional Coverage</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>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Define a problem, formulate questions, and refine either or both to meet a personal and/or assigned information need.</li> </ul>	<b>SE/TE:</b> Research, 87, 299, 311, 511, 667, 757; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238 <b>TE only:</b> Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706; Personalize for Learning, 40, 272, 295, 468, 514, 526, 562, 595, 791
<ul style="list-style-type: none"> <li>Identify, locate, evaluate, and select resources and sources in a wide variety of formats to meet the information need in an ethical manner.</li> </ul>	<b>SE/TE:</b> Research, 87, 299, 311, 511, 667, 757; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238
<ul style="list-style-type: none"> <li>Find, generate, record, and organize information relevant to the information need in an ethical manner.</li> </ul>	<b>SE/TE:</b> Research, 87, 299, 311, 511, 667, 757; Research to Clarify & Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238
<ul style="list-style-type: none"> <li>Interpret recorded data/information to create new understandings, and knowledge related to the information need in an ethical manner.</li> </ul>	<b>SE/TE:</b> Research Handbook: Avoiding Plagiarism, R30; Quoting and Paraphrasing, R30–R31; Evidence Log, R34; also see: Research, 87, 299, 311, 511, 667, 757 <b>TE only:</b> Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706

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<ul style="list-style-type: none"> <li>Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ul>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; <b>myPerspectives Plus:</b> Common Core Companion, 234–235, 238</p>
<p><b>W8 CCR Anchor Standard</b> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
<p><b>W8</b> 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> 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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Find, generate, record, and organize information relevant to the research purpose in an ethical manner.</li> </ul>	<p><b>SE/TE:</b> Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299; Writing to Sources: Assignment, 352, 538; Research to Clarify &amp; Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; <b>myPerspectives Plus:</b> Common Core Companion, 241–254 <b>TE only:</b> Gather Evidence &amp; Connect Across Texts, 53, 169, 215; Analyze Arguments, 515; Selecting Evidence, 785; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p>

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<ul style="list-style-type: none"> <li>• Interpret recorded data/information to create new understandings, and knowledge related to the research purpose in an ethical manner.</li> </ul>	<p><b>SE/TE:</b> Research to Clarify &amp; Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782; Gather Evidence, 53, 110, 169, 641, 682, 786; Finding Materials, 87; Finding Visuals, 223; Integrate Different Types of Information, 301; Search Terms, 299</p> <p><b>TE only:</b> Gather Evidence &amp; Connect Across Texts, 53, 169, 215; Cross-Cultural Perspectives, 6, 140, 180, 192, 207, 254, 290, 360, 366, 370, 383, 408, 698, 706</p>
<ul style="list-style-type: none"> <li>• Share findings/conclusions in an appropriate format to support written, oral, and multimedia information products and evaluate the product and the process in an ethical manner.</li> </ul>	<p><b>SE/TE:</b> Writing to Sources: Assignment, 352, 538; Research to Clarify &amp; Research to Explore, 17, 29, 45, 73, 83, 93, 105, 145, 157, 190, 211, 219, 233, 265, 287, 317, 329, 339, 420, 446, 462, 479, 490, 520, 590, 617, 630, 655, 663, 677, 715, 729, 753, 765, 776, 782</p>
<p><b>W9 CCR Anchor Standard</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p><b>W9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<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;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260</p>
<p><b>W.9a</b> Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").</p>	<p><b>SE/TE:</b> "Pyramus and Thisbe," 492, <i>The Odyssey</i>; <i>The Odyssey, A Graphic Novel</i>, 632;</p> <p><b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260</p>



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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Write in response to grade-level print, non-print, and digital literary text(s).</li> </ul>	<b>SE/TE:</b> Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Literary Criticism, 494; Writing to Sources: Critical Review, 150; Criticism texts, 515; Dual Character Study, 449; Essay, 311, 659; Explanatory Text, 690; Job Application, 639; Sequel, 720; Writing to Compare, 493, 633, 785; <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260
<b>W.9b</b> Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<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>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Write in response to grade-level print, non-print, and digital informational text(s).</li> </ul>	<b>SE/TE:</b> Performance-Based Assessment, 118, 246, 352, 538; Argument, 168; Writing to Sources: Criticism texts, 515; Essay, 96, 311; Explanatory Text, 690; Job Research, 757; <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260
<ul style="list-style-type: none"> <li>Interpret recorded data/information to create new understandings and knowledge related to the information need in an ethical manner.</li> </ul>	<b>SE/TE:</b> Argument, 168; Writing to Sources: Criticism texts, 515; Essay, 96, 311; Explanatory Text, 690; Job Research, 757; Performance-Based Assessment, 118, 246, 352, 538; <b>myPerspectives Plus:</b> Common Core Companion, 255–256, 259–260

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<b>Cluster: Range of Writing</b>	
<b>W10 CCR Anchor Standard</b> 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>W10</b> 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>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>With guidance and support, adjust the writing process as appropriate for different writing tasks, purposes, and audiences.</li> </ul>	<b>SE/TE:</b> Performance Task: Write a Nonfiction Narrative, 52–57; Write an Argument, 168–173; Write an Informative Essay, 298–303; Write an Argument, 494–499; Write an Explanatory Text, 640–645; Write a Narrative, 736–743; <b>myPerspectives Plus:</b> Common Core Companion, 263–272
<b>Speaking and Listening Standards (SL)</b>	
<b>Cluster: Comprehension and Collaboration</b>	
<b>SL1 CCR Anchor Standard</b> Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
<b>SL1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	<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</b> <b>myPerspectives Plus:</b> Common Core Companion, 280

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<b>SL.1a</b> 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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Apply the reading strategies and the research process independently.</li> </ul>	<b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 275
<ul style="list-style-type: none"> <li>Choose, apply, and maintain an organizational structure appropriate to the purpose. (See CCSS W.9-10.1a, W.9-10.4, W.9-10.7, W.9-10.8)</li> </ul>	<b>SE/TE:</b> Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 275
<ul style="list-style-type: none"> <li>Demonstrate comfort and independence in collaborative groups such as literature circles, fishbowl discussions, and Socratic seminar.</li> </ul>	<b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 275
<ul style="list-style-type: none"> <li>Brainstorm and make connections to issues in material under study.</li> </ul>	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 275
<ul style="list-style-type: none"> <li>Evaluate usefulness, bias, and validity of material under study (See CCSS SL.9-10.2)</li> </ul>	<b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 275

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<p><b>SL.1b</b> Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p><b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; "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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate independence in decision-making, goal setting, and deadlines.</li> </ul>	<p><b>SE/TE:</b> Oral Presentation, 237; Collaboration Tip, 593; Discussion Rules, 681; Working as a Team, 60, 176, 306, 502, 648, 744</p>
<ul style="list-style-type: none"> <li>Demonstrate comfort and independence in the participation of collegial discussions.</li> </ul>	<p><b>SE/TE:</b> Working as a Team, 60, 176, 306, 502, 648, 744; Speaking and Listening, 681; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623</p>
<p><b>SL.1c</b> 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. (SC, 9-10)</p>	<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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate comfort and independence with open-ended questions and shared inquiry.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; Group Discussion Tip, 192; Speaking and Listening, 343; Job Interview, 639; <b>myPerspectives Plus:</b> Common Core Companion, 280</p>
<ul style="list-style-type: none"> <li>Monitor discussions for clarity, relevancy, and dissemination of ideas and information.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; Speaking and Listening, 343; Job Interview, 639; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 280</p>

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<ul style="list-style-type: none"> <li>Elicit participation and opinions; and appropriately challenge ideas.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; Group Discussion Tip, 192; Speaking and Listening, 343; Job Interview, 639; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 280</p>
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English and usage when speaking.</li> </ul>	<p><b>SE/TE:</b> Conduct a Small Group Discussion, 8; Panel Discussion, 109; also see: Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666</p>
<p><b>SL.1d</b> 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. (SC, 9-10)</p>	<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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Paraphrase, summarize, justify, and synthesize information and ideas during discussion.</li> </ul>	<p><b>SE/TE:</b> Discuss It, 2, 116, 121, 122, 244, 249, 250, 265, 355, 356, 479, 541, 542, 688, 693, 694, 792, 797; Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 280–281</p>
<ul style="list-style-type: none"> <li>Connect with different points of view, remain open-minded, and reassess viewpoints.</li> </ul>	<p><b>SE/TE:</b> Present and Discuss, 94; Panel Discussion, 109; Analyze the Media, 166; Group Discussion Tip, 192; Speaking and Listening, 343, 623; <b>myPerspectives Plus:</b> Common Core Companion, 280–281</p>
<ul style="list-style-type: none"> <li>Understand and use appropriate professional persuasive techniques and conflict-resolution skills.</li> </ul>	<p><b>SE/TE:</b> Debate, 343, 623; Conduct a Small Group Discussion, 8; Panel Discussion, 109; <b>myPerspectives Plus:</b> Common Core Companion, 280–281</p>

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<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English and usage when speaking.</li> </ul>	<p><b>SE/TE:</b> Launch Activity: Conduct a Small-Group Discussion, 8, 502, 700, 744; Panel Discussion, 109; Debate, 343, 623; also see: Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666</p>
<p><b>SL2 CCR Anchor Standard</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p><b>SL2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (SC, 9-10)</p>	<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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader and listener.</li> </ul>	<p><b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Plan With Your Group &amp; Present and Evaluate, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Working as a Team, 60, 176, 306, 502, 648, 744; Debate, 343, 465, 623</p>
<ul style="list-style-type: none"> <li>Analyze, synthesize, and evaluate the relevance, bias, and validity of multiple sources of information from print and non-print text. (See CCSS SL.9-10.1a, RI.9-10.7, RI.9-10.8, W.9-10.7, W.9-10.8)</li> </ul>	<p><b>SE/TE:</b> Analyze the Media, 166, 199, 310, 527, 638, 772, 776; Performance Task: Produce a Podcast, 110–111; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 344–345; Digital Presentation, 87, 223; Multimedia Timeline, 721; Multimedia Presentation, 201, 354, 540; Podcast, 692, 782–783; Radio Broadcast, 681; <b>myPerspectives Plus:</b> Common Core Companion, 282–283</p>

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<ul style="list-style-type: none"> <li>Choose the appropriate form of media for a given purpose.</li> </ul>	<p><b>SE/TE:</b> Performance Task: Produce a Podcast, 110–111; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 344–345; Digital Presentation, 87, 223; Multimedia Timeline, 721; Multimedia Presentation, 201, 354, 540; Podcast, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Small Group Performance Task, 239, 345, 531; <b>myPerspectives Plus:</b> Common Core Companion, 300–301</p>
<p><b>SL3 CCR Anchor Standard</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p>	
<p><b>SL3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SC, 9-10)</p>	<p><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</p>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Analyze and evaluate a speaker’s evidence, inferences, assumptions, argument, and rhetoric. (See CCSS RI.9-10.3, RI.9-10.6, RI.9-10.8)</li> </ul>	<p><b>SE/TE:</b> Media Analysis: The Key to Disaster Survival? Friends and Neighbors, 164–166; Analyze Craft and Structure, 267; Writing to Sources &amp; Speaking and Listening, 297; Media Analysis: Remembering Civil Rights History, “When Words Meant Everything” 308–311; Speaking and Listening: Debate, 343, 465, 623; <b>myPerspectives Plus:</b> Common Core Companion, 286–287; 290 <b>TE only:</b> Speaking and Listening, 167</p>
<ul style="list-style-type: none"> <li>Recognize bias, fallacious reasoning, and factual evidence.</li> </ul>	<p><b>SE/TE:</b> Analyze Craft and Structure: Argumentative Text, 513; Research Plan (identify bias), 333; Finding Sources, 757; Consulting Print and Digital Sources, R25</p>

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<b>Cluster: Presentation of Knowledge and Ideas</b>	
<b>SL4 CCR Anchor Standard</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
<p><b>SL4</b> 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. (SC, 9-10)</p>	<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>Additional Coverage</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 War of the Worlds 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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Organize information, ideas, evidence, and claims clearly, concisely, and logically with attention to the needs of the audience, purpose, and task. (See CCSS W.9-10.1a, W.9-10.1b, W.9-10.4, W.9-10.5)</li> </ul>	<p><b>SE/TE:</b> Small Group Performance Task, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Performance-Based Assessment, 120, 248, 354, 540, 692, 792; Speaking and Listening: Newscast, 297; Classroom Debate, 363, 465, 623; Multimedia Timeline, 721; Oral Presentation, 167, 248, 769; Script, 785; Monologue, 51; Reader’s Theater, 237; Pep Talk, 163; Digital Presentation, 223; Act Out a Scene, 77; Retelling, 151; Multimedia Presentation, 321; Oral Recitation, 735; <b>myPerspectives Plus:</b> Common Core Companion, 293–294, 297</p>



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<ul style="list-style-type: none"> <li>Apply appropriate non-verbal communication to contribute to meaning and enhance a presentation.</li> </ul>	<p><b>SE/TE:</b> Prepare Your Delivery, 593; also see: Dramatic Interpretation, 423; Dramatic Reading, 792; Scene, 77</p>
<ul style="list-style-type: none"> <li>Refine the behaviors of an effective speaker as appropriate to the task, audience, and purpose.</li> </ul>	<p><b>SE/TE:</b> Present and Evaluate: Small Group Performance Task, 111, 239, 345, 531, 683, 783; Performance-Based Assessment, 120, 248, 354, 540, 692, 792; <b>myPerspectives Plus:</b> Common Core Companion, 293–294, 297</p>
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English and usage when speaking.</li> </ul>	<p><b>SE/TE:</b> Conventions, 33, 49, 76, 149, 161, 214, 269, 291, 483, 523, 658, 666; Performance Task, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783</p>
<p><b>SL5 CCR Anchor Standard</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
<p><b>SL5</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SC, 9-10)</p>	<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>Additional Coverage</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>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate strategic use of a variety of digital media.</li> </ul>	<p><b>SE/TE:</b> Performance Task: Produce a Podcast, 110–111; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 344–345; Digital Presentation, 87, 223; Multimedia Timeline, 721; Multimedia Presentation, 201, 354, 540; Podcast, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Small Group Performance Task, 239, 345, 531; <b>myPerspectives Plus:</b> Common Core Companion, 300–301</p>
<ul style="list-style-type: none"> <li>Integrate digital media into presentations appropriately to support the purpose; address the audience; and enhance the presentation. (See CCSS W.9-10.6)</li> </ul>	<p><b>SE/TE:</b> Performance Task: Produce a Podcast, 110–111; Deliver a Multimedia Presentation, 682–683; Multimedia Presentation, 344–345; Digital Presentation, 87, 223; Multimedia Timeline, 721; Multimedia Presentation, 201, 354, 540; Podcast, 692, 782–783; Radio Broadcast, 681; Video Presentation, 237; Finding Visuals, 223; Record a Podcast, 485; Small Group Performance Task, 239, 345, 531; <b>myPerspectives Plus:</b> Common Core Companion, 300–301</p>
<b>SL6 CCR Anchor Standard</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
<p><b>SL6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.) (SC, 9-10)</p>	<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>Additional Coverage</b> <b>myPerspectives Plus:</b> Common Core Companion, 302–303, 306</p>

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Adjust and apply formal and informal English in appropriate situations, contexts, and tasks.</li> </ul>	<b>SE/TE:</b> Performance Task, 110–111, 238–239, 344–345, 530–531, 682–683, 782–783; Performance-Based Assessment: Interpretative Reading, 120; Oral Presentation, 248 Multimedia Presentation, 354, 540; Podcast, 692; Dramatic Reading, 792; Listening and Speaking: Monologue, 51; Scene, 77; Panel Discussion, 109; Retelling, 151; Pep Talk, 163; Oral Presentation, 167, 237, 769; Digital Presentation, 223; Multimedia Presentation, 321; Debate, 343, 465, 623; Dramatic Interpretation, 423; Performance Review, 485; Conversation, 593; Job Interview, 639; Multimedia Timeline, 721; Oral Recitation, 735
<b>Language Standards (L)</b>	
<b>Cluster: Conventions of Standard English*</b>	
<b>L.1 CCR Anchor Standard</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *	
<b>L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<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  <b>Additional Coverage</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
<b>L.1a</b> Use parallel structure (SC, 9-10)	<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

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<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Strengthen oral and written language by revising and editing for parallel structure when appropriate and effective.</li> </ul>	<b>SE/TE:</b> Read It & Write It, 222, 269, 483 <b>TE only:</b> Analyze Parallelism, 323; Analyze Parallel Structure, 763
<ul style="list-style-type: none"> <li>Analyze and evaluate the effect of parallel structure in professional, peer, and personal writing.</li> </ul>	<b>SE/TE:</b> Author’s Style (Parallel Structure), 222; Conventions: Parallel Structure, 269; Parallelism, 483; Add Variety: Use Adverbial Clauses to Combine Sentences, 739 <b>TE only:</b> Analyze Parallelism, 323; Analyze Parallel Structure, 763
<b>L.1b</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (SC, 9-10)	<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>Additional Coverage</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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate understanding of the absolute phrase.</li> </ul>	<b>SE/TE:</b> Conventions: Participial versus Absolute Phrases, 214; Use Phrases to Add Variety, 523; <b>myPerspectives Plus:</b> Common Core Companion, 312–313
<ul style="list-style-type: none"> <li>Strengthen oral and written language by revising and editing for a variety of phrases and clauses when appropriate and effective.</li> </ul>	<b>SE/TE:</b> Read & Write It, 214, 291, 523, 739; Grammar Handbook, R58; <b>myPerspectives Plus:</b> Common Core Companion, 312–313

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<ul style="list-style-type: none"> <li>Analyze and evaluate the effect of a variety of phrases and clauses on creating interest and adding meaning to professional, peer, and personal writing.</li> </ul>	<p><b>SE/TE:</b> Conventions: Participial versus Absolute Phrases, 214; Relative Clause, 291; Use Phrases to Add Variety, 523; Use Adverbial Clauses to Combine Sentences, 739; Punctuation, 161; Grammar Handbook, R58; <b>myPerspectives Plus:</b> Common Core Companion, 312–313 <b>TE only:</b> Subordinating Conjunctions, 740</p>
<p><b>L.2 CCR Anchor Standard</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *</p>	
<p><b>L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (SC, 9-10)</p>	<p><b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 161; "For My People" / "Incident," 320; "Traveling," 342; "By the Waters of Babylon," 719; "There Will Come Soft Rains," 733; Handbook, R64–R66</p> <p><b>Additional Coverage</b> <b>myPerspectives Plus:</b> Capitalization Grammar Tutorial; More Capitalization Grammar Tutorial; Commas Grammar Grab; Dashes Grammar Grab; Hyphens Grammar Tutorial; Quotation Marks Grammar Grab</p>
<p><b>L.2a</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (SC, 9-10)</p>	<p><b>SE/TE:</b> "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 320; "Lessons of Dr. Martin Luther King, Jr.," 332; <b>myPerspectives Plus:</b> Common Core Companion, 314–315; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Semicolons Grammar Grab Tutorial</p>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Analyze relationships between independent clauses to determine when a semicolon is appropriate.</li> </ul>	<p><b>SE/TE:</b> Conventions: Cohesion and Clarity, 332; Punctuation, 161; Author’s Style: Punctuation, 320; Setting and Punctuating Direct Quotations, 497; Handbook, R59, R64; <b>myPerspectives Plus:</b> Common Core Companion, 314–315</p>
<ul style="list-style-type: none"> <li>Strengthen writing by linking related independent clauses when appropriate and effective.</li> </ul>	<p><b>SE/TE:</b> Write It, 161; Vocabulary and Conventions Connection, 162; Punctuation Tip, 171; Handbook, R59, R64; <b>myPerspectives Plus:</b> Common Core Companion, 314–315</p>

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<ul style="list-style-type: none"> <li>Analyze and evaluate professional, peer, and personal writing for the effect of varying sentence types in creating and sustaining interest.</li> </ul>	<b>SE/TE:</b> Write It, 161, 320; Vocabulary and Conventions Connection, 162; Handbook, R59, R64; <b>myPerspectives Plus:</b> Common Core Companion, 314–315
<b>L.2b</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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate knowledge of the function and use of a colon.</li> </ul>	<b>SE/TE:</b> Conventions: Punctuation, 161; Setting and Punctuating Direct Quotations, 497; Edit for Conventions, 499; Handbook, R64; <b>myPerspectives Plus:</b> Common Core Companion, 316–317; Interactive Grammar Practice Lesson / Punctuation: Colons and Semicolons; Colons Grammar Grab
<ul style="list-style-type: none"> <li>Apply the use of a colon appropriately to writing.</li> </ul>	<b>SE/TE:</b> Write It, 161; Setting and Punctuating Direct Quotations, 497; Edit for Conventions, 499 Handbook, R64; <b>myPerspectives Plus:</b> Common Core Companion, 316–317
<b>L.2c</b> Spell correctly (SC, 9-10)	<b>SE/TE:</b> "I Have a Dream," 268; Whole-Class Performance Task, Unit 5: 643, 645; Unit 6: 741; <b>myPerspectives Plus:</b> Common Core Companion, 318–319
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Spell correctly grade-appropriate general academic and domain-specific words. (See CCSS L.9-10.6)</li> </ul>	<b>SE/TE:</b> Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643; Word Study, 268; <b>myPerspectives Plus:</b> Common Core Companion, 318–319
<ul style="list-style-type: none"> <li>Use print, digital, and internalized knowledge resources to support correct spelling.</li> </ul>	<b>SE/TE:</b> Check for Accuracy: Using a Dictionary and Thesaurus, 643; Editing and Proofreading, 57, 173, 303, 499, 645, 741; Spelling Tip, 643; Word Study, 268; <b>myPerspectives Plus:</b> Common Core Companion, 318–319

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<b>Cluster: Knowledge of Language</b>	
<b>L.3 CCR Anchor Standard</b> 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>L.3</b> 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. (SC, 9-10)	<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
<b>L.3a</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i> ) appropriate for the discipline and writing type. (SC, 9-10)	<b>SE/TE:</b> Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321; also see: Research, 87, 299, 311, 511, 667, 757
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>• Use print and digital style manuals appropriately to improve writing and speaking.</li> </ul>	<b>SE/TE:</b> Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321; also see: Research, 87, 299, 311, 511, 667, 757
<ul style="list-style-type: none"> <li>○ Demonstrate understanding of the purpose and importance of style manuals.</li> </ul>	<b>SE/TE:</b> Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321
<ul style="list-style-type: none"> <li>○ Apply the conventions and guidelines of a specific style manual.</li> </ul>	<b>SE/TE:</b> Consulting Print and Digital Sources, R25; Quoting and Paraphrasing, R30–R31; Formats for Citing Sources, R32–R33; <b>myPerspectives Plus:</b> Common Core Companion, 320–321

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<b>Cluster: Vocabulary Acquisition and Use</b>	
<b>L.4 CCR Anchor Standard</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
<b>L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i> , choosing flexibly from a range of strategies. (SC, 9-10)	<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>Additional Coverage</b> <b>myPerspectives Plus:</b> Common Core Companion, 322–329; Find It, Fix It
<b>L.4a</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. (SC, 9-10)	<b>SE/TE:</b> "Rules of the Game," 62, "The Value of a Sherpa Life," 216; "Lessons of Dr. Martin Luther King, Jr.," 322, " <i>Romeo and Juliet</i> Is a Terrible Play / In Defense of <i>Romeo and Juliet</i> ," 504; <i>The Hero's Adventure</i> , 660  <b>Additional Coverage</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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Use inferences and draw conclusions while applying knowledge of various types of context clues to determine word or phrase meaning.</li> </ul>	<b>SE/TE:</b> Context Clues, 98, 178, 312, 322, 334, 660, 778; also see: Word Network, 7, 127, 255, 547; Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783
<ul style="list-style-type: none"> <li>Analyze a word's position, form, and/or function to determine meaning.</li> </ul>	<b>SE/TE:</b> Context Clues, 98, 178, 183, 185, 312, 322, 334, 660, 778



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<ul style="list-style-type: none"> <li>• Revisit key words used throughout a text to determine effect and meaning.</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 12, 22, 78, 152, 178, 216, 260, 270, 516, 660, 746; Why These Words? 20, 32, 84, 94, 160, 191, 220, 268, 290, 521, 664, 754, 783</p>
<p><b>L.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). (SC, 9-10)</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>Additional Coverage</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; "Romeo and Juliet 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>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>• Apply an understanding of the relationship between the form and meaning of a word.</li> </ul>	<p><b>SE/TE:</b> Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Prefixes, 20, 94, 421, 447, 521, 397; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754; Word Study Skills: Patterns of Word Changes, 268; Word Families, 482, 718, 779</p>

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<ul style="list-style-type: none"> <li>Recognize patterns of word changes that affect meaning or parts of speech.</li> </ul>	<p><b>SE/TE:</b> Word Study Skills: Patterns of Word Changes, 268; Word Families, 482, 718, 779; also see: Word Study Skills: Suffixes, 31, 148, 212, 678, 766; Prefixes, 20, 94, 421, 447, 521, 397; Roots, 32, 84, 160, 220, 234, 290, 330, 463, 512, 620, 656, 732, 754</p>
<p><b>L.4c</b> 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. (SC, 9-10)</p>	<p><b>SE/TE:</b> "American History," 48; "Seventh Man," 144; "The Moral Logic of Survivor Guilt," 160; "For My People" / "Incident," 318; <i>The Hero's Adventure</i>, 664; "The Nuclear Tourist," 754</p> <p><b>Additional Coverage</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>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm and refine word choice.</li> </ul>	<p><b>SE/TE:</b> Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; <b>myPerspectives Plus:</b> Common Core Companion, 326–327, 328–329  <b>TE only:</b> Dictionary, 144; Unfamiliar Words, 605, 781</p>
<ul style="list-style-type: none"> <li>Demonstrate understanding of the history, development, and dynamic nature of the English language.</li> </ul>	<p><b>SE/TE:</b> Etymology, 340; Word Study: Etymology: Greek Names, 664  <b>TE only:</b> Digital Perspectives, 453</p>
<ul style="list-style-type: none"> <li>Demonstrate understanding of the nature and structure of language.</li> </ul>	<p><b>SE/TE:</b> Word Study (examples), 20, 32, 48, 62, 74, 78, 84, 88, 94, 98, 106, 125, 160, 178, 191, 202, 212, 216, 234, 312, 318, 322, 330, 334, 397, 504, 516, 521, 650, 660, 664, 668, 678, 732, 758, 766</p>

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<p><b>L.4d</b> 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). (SC, 9-10)</p>	<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; Academic Vocabulary, 5, 125, 253, 359, 545, 697</p> <p><b>Additional Coverage</b> <b>SE/TE:</b> "There Will Come Soft Rains," 732; <b>myPerspectives Plus:</b> Common Core Companion, 328–329</p>
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Demonstrate the frequent and appropriate use of print and digital reference materials in order to improve comprehension of written and spoken text.</li> </ul>	<p><b>SE/TE:</b> Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; <b>myPerspectives Plus:</b> Common Core Companion, 326–327, 328–329 <b>TE only:</b> Dictionary, 144; Unfamiliar Words, 605, 781</p>
<ul style="list-style-type: none"> <li>Strengthen writing and speaking by consulting reference materials, both print and digital, to confirm revisions and/or editorial choices.</li> </ul>	<p><b>SE/TE:</b> Editing/ Proofreading, 57, 173, 303, 499, 645, 743; Check for Accuracy: Using a Dictionary and Thesaurus, 643; <b>myPerspectives Plus:</b> Common Core Companion, 328–329</p>
<p><b>L.5 CCR Anchor Standard</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p><b>L.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (SC, 9-10)</p>	<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>Additional Coverage</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>

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<b>L.5a</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (	<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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Recognize and interpret figurative language in spoken and written language.</li> </ul>	<b>SE/TE:</b> Figurative Language, 96, 236, 399, 619, 679; <b>myPerspectives Plus:</b> Common Core Companion, 330–333 <b>TE only:</b> Figurative Language, 14, 16, 25, 231; Analyze Idioms, 63, 108; Analyze Hyperbole, 66, 92, 323, 416; English Language Support, 92; Personification, 69, 103, 437, 580, 671; Analyze Metaphor, 261, 384; Analyze Simile, 381
<ul style="list-style-type: none"> <li>Analyze and evaluate the effect of figurative language on theme, style, and meaning.</li> </ul>	<b>SE/TE:</b> Figurative Language, 96, 236, 399, 619, 679; <b>myPerspectives Plus:</b> Common Core Companion, 330–333 <b>TE only:</b> Figurative Language, 14, 16, 25, 37, 92, 137, 184, 206, 227, 231; Personification, 69
<ul style="list-style-type: none"> <li>Use figurative language appropriately and effectively in speaking and writing.</li> </ul>	<b>SE/TE:</b> Write It, 96, 236, 399; Practice, 619, 679; <b>myPerspectives Plus:</b> Common Core Companion, 330–333 <b>TE only:</b> Figurative Language, 14, 16, 25, 37, 103, 137, 184, 206, 227; Personification, 69
<b>L.5b</b> Analyze nuances in the meanings of words with similar denotations.	<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
<b>Essential Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.</li> </ul>	<b>SE/TE:</b> Word Study: Connotation and Denotation, 74; Concept Vocabulary, 148, 160, 290, 482; Author's Style: Diction, 756; Discuss It, 479; <b>myPerspectives Plus:</b> Common Core Companion, 332–333

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<ul style="list-style-type: none"> <li>Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.</li> </ul>	<p><b>SE/TE:</b> Concept Vocabulary, 148, 160, 290, 482; Discuss It, 479; <b>myPerspectives Plus:</b> Common Core Companion, 332–333 TE only: Nuances of Language, 34; Challenge, 230</p>
<p><b>L.6 CCR Anchor Standard</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
<p><b>L.6</b> Acquire and use accurately a range of 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. (SC, 9-10)</p>	<p><b>SE/TE:</b> "The <i>Endurance</i> and the <i>James Caird</i> in Images," 194; "Tragic Romeo and Juliet Offers Bosnia Hope," 524, 527; <i>The Odyssey, A Graphic Novel</i>, 624, 631; "Application for a Mariner's License," 634, "By the Waters of Babylon," 716</p> <p><b>Additional Coverage</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>
<p><b>Essential Skills and Knowledge</b></p>	
<ul style="list-style-type: none"> <li>Demonstrate the behaviors of a strategic reader.</li> </ul>	<p><b>SE/TE:</b> Word Network, 7, 127, 255, 361, 547, 701; Concept Vocabulary (examples), 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746, 774</p>
<ul style="list-style-type: none"> <li>Choose and employ vocabulary and diction appropriately for different purposes.</li> </ul>	<p><b>SE/TE:</b> Writing to Compare (Diction), 34–35; Write It, 719; Author's Style: Diction, 756 <b>TE only:</b> How Language Works: Diction, 24, 142; Analyze Diction, 186, 271, 295, 750; Infer Tone, 506</p>

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<ul style="list-style-type: none"> <li>Demonstrate frequent and appropriate use of print and digital reference materials.</li> </ul>	<p><b>SE/TE:</b> Check for Accuracy: Using a Dictionary and Thesaurus, 643; Academic Vocabulary, 5, 125, 253, 359, 545, 697; Concept Vocabulary, 48, 62, 74, 84, 94, 98, 106, 216, 224, 268, 290, 318, 330, 334, 754, 766; Word Study: Etymology, 340; Word Families, 718; <b>myPerspectives Plus:</b> Common Core Companion, 326–327 <b>TE only:</b> Dictionary, 144; Unfamiliar Words, 605, 781</p>
<ul style="list-style-type: none"> <li>Demonstrate independence in the analysis of vocabulary when encountered in content based text, speech, and across disciplines.</li> </ul>	<p><b>SE/TE:</b> Word Network, 7, 127, 255, 361, 547, 701; Concept Vocabulary, 12, 22, 36, 78, 88, 152, 178, 216, 260, 270, 322, 334, 397, 504, 516, 624, 660, 746, 774; Why These Words?, 20, 32, 48, 74, 84, 94, 106, 148, 160, 191, 212, 220, 234, 268, 290, 318, 330, 340, 397, 421, 447, 463, 482, 491, 512, 521, 591, 620, 622, 656, 664, 678, 718, 720, 732, 754, 766; Unit Goals, 4, 124, 252, 358, 544, 696; Media Vocabulary, 164, 194, 199, 294, 310, 524, 527, 624, 631, 770, 772; Diction, 756; <b>myPerspectives Plus:</b> Common Core Companion, 334–335</p>