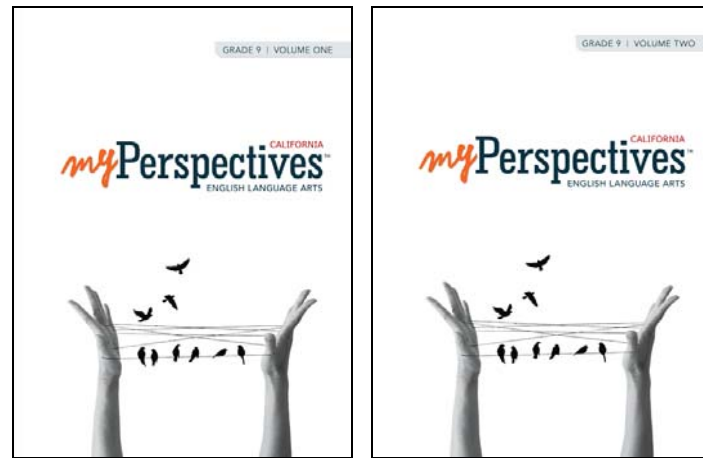


A Correlation of

myPerspectives™
English Language Arts
California Edition, ©2017



To the

**California Common Core
State Standards for
English Language Arts Standards
Grade 9**

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts @2017*** meets the California Common Core State Standards for English Language Arts Standards. Correlation references are to the selections in the Student Edition.

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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Publisher: Pearson
 Program Title: myPerspectives
 Components: Student Edition

Program 2: CA CCSS for ELA

Part 1 – Standards Map for Program 2 Basic ELA/ELD, Grade 9 Through Grade Ten
Grade Nine – California Common Core State Standards for English Language Arts Standards

This basic grade-level program provides the comprehensive curriculum in English language arts for grade nine through grade ten with integration of the CA ELD Standards that were adopted by the SBE November 2012. It provides the foundation for instruction and is intended to ensure that all students master the CA CCSS for ELA and the corresponding CA ELD Standards, and includes materials necessary for designated English language development instruction. Publishers may submit any combination of grade levels in this program category, although no partial grade levels may be submitted.

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
| | | | Y | N | |
| | LITERATURE | | | | |
| | Key Ideas and Details | | | | |
| RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text | Unit 4: Whole-Class Performance Task the beginning of the end of the world The Powwow at the End of the World A Song on the End of the World | | | |
| RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | The Writing on the Wall The Return The Nuclear Tourist <i>From</i> Radiolab “War of the Worlds” War of the Worlds <i>from</i> PBS American Experience The Myth of the War of the Worlds Panic | | | |
| RL.9-10.3 | Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | Rules of the Game <i>from</i> The Joy Luck Club With a Little Help From My Friends <i>from</i> Funny in Farsi <i>from</i> Life of Pi <i>Romeo and Juliet</i> Act I <i>Romeo and Juliet</i> Act V <i>from</i> the Odyssey | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|--|----------------|---|---|
| | | | Y | N | |
| | Craft and Structure | | | | |
| RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA | The Writing on the Wall Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue) The Seventh Man There Will Come Soft Rains The Nuclear Tourist | | | |
| RL.9-10.5 | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. | American History Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue) The Seventh Man <i>from</i> Life of Pi For My People Incident <i>Romeo and Juliet</i> Act I <i>Romeo and Juliet</i> Act II <i>Romeo and Juliet</i> Act III <i>Romeo and Juliet</i> Act IV <i>from</i> the Odyssey By the Waters of Babylon There Will Come Soft Rains | | | |
| RL.9-10.6 | Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. | <i>from</i> the Odyssey By the Waters of Babylon | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|---|----------------|---|---|
| | | | Y | N | |
| | Integration of Knowledge and Ideas | | | | |
| RL.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | <i>Romeo and Juliet</i> Act V Application for a Mariner's License (USCG) | | | |
| RL.9-10.8 | (Not applicable to literature) | (Not applicable to literature) | | | |
| RL.9-10.9 | Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). | Pyramus and Thisbe Application for a Mariner's License (USCG) | | | |
| | Range of Reading and Level of Text Complexity | | | | |
| RL.9-10.10 | 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 high end of the grades 9–10 text complexity band independently and proficiently. | American History Rules of the Game <i>from</i> The Joy Luck Club The Writing on the Wall With a Little Help From My Friends <i>from</i> Funny in Farsi Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue) <i>Romeo and Juliet</i> Act I <i>Romeo and Juliet</i> Act II | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|--|----------------|---|---|
| | | | Y | N | |
| | INFORMATIONAL TEXT | | | | |
| | Key Ideas and Details | | | | |
| RI.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | <i>The Endurance and the James Caird in Images</i> The Value of a Sherpa Life I Have a Dream | | | |
| RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. | The Moral Logic of Survivor Guilt The Value of a Sherpa Life | | | |
| RI.9-10.3 | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | The Immigrant Contribution <i>from</i> A Nation of Immigrants, The Voyage of the James Caird <i>from</i> The Endurance I Have a Dream Letter From Birmingham Jail Traveling The Hero's Adventure <i>from</i> The Power of Myth The Nuclear Tourist | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|---|----------------|---|---|
| | | | Y | N | |
| | Craft and Structure | | | | |
| RI.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA | The Immigrant Contribution <i>from</i> A Nation of Immigrants The Voyage of the James Caird <i>from</i> The Endurance | | | |
| RI.9-10.5a | 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). a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. CA | A Quilt of a Country The Immigrant Contribution <i>from</i> A Nation of Immigrants The Seventh Man The Value of a Sherpa Life Traveling The Nuclear Tourist | | | |
| RI.9-10.6 | 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | The Immigrant Contribution <i>from</i> A Nation of Immigrants I Have a Dream The Nuclear Tourist | | | |
| | Integration of Knowledge and Ideas | | | | |
| RI.9-10.7 | Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. | <i>The Endurance and the James Caird in Images</i> Lessons of MLK, Jr. Twenty Years On: The Unfinished Lives of Sarajevo's Romeo and Juliet | | | |
| RI.9-10.8 | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | The Moral Logic of Survivor Guilt Romeo and Juliet is a Terrible Play... In Defense of <i>Romeo and Juliet</i> : It's Not Childish, It's *About* Childishness <i>from</i> Radiolab "War of the Worlds" War of the Worlds <i>from</i> PBS American Experience The Myth of the War of the Worlds Panic | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|--|----------------|---|---|
| | | | Y | N | |
| RI.9-10.9 | Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. | <i>The Endurance and the James Caird in Images</i> I Have a Dream Letter From Birmingham Jail | | | |
| | Range of Reading and Level of Text Complexity | | | | |
| RI.9-10.10 | 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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently | A Quilt of a Country The Immigrant Contribution <i>from</i> A Nation of Immigrants I Have a Dream | | | |
| | WRITING | | | | |
| | Text Types and Purposes | | | | |
| W.9-10.1a | Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | Unit 2: Whole-Class Performance Task Unit 2: Independent Learning Unit 4: Whole-Class Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
| | | | Y | N | |
| W.9-10.1b | <p>Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> | <p>Unit 2: Whole-Class Performance Task</p> <p>Unit 4: Whole-Class Performance Task</p> | | | |
| W.9-10.1c | <p>Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> | <p>Unit 2: Whole-Class Performance Task</p> <p>Unit 4: Whole-Class Performance Task</p> | | | |
| W.9-10.1d | <p>Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> | <p>Unit 2: Whole-Class Performance Task</p> <p>Unit 4: Whole-Class Performance Task</p> | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|---|----------------|---|---|
| | | | Y | N | |
| W.9-10.1e | Write arguments to support claims in an analysis of substantive topics or 1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence. e. Provide a concluding statement or section that follows from and supports the argument presented. | Unit 2: Whole-Class Performance Task Unit 4: Whole-Class Performance Task | | | |
| W.9-10.2a | 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. a. Introduce a topic or thesis statement; 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. CA | Unit 3: Whole-Class Performance Task Unit 5: Whole-Class Performance Task The Return | | | |
| W.9-10.2b | 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. 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. | With a Little Help From My Friends <i>from</i> Funny in Farsi The Moral Logic of Survivor Guilt Remarks on the Assassination of Martin Luther King, Jr. Unit 3: Whole-Class Performance Task Unit 5: Whole Class Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|---|---|----------------|---|---|
| | | | Y | N | |
| W.9-10.2c | 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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | Unit 3: Whole-Class Performance Task Lessons of MLK, Jr. Unit 5: Whole Class Performance Task | | | |
| W.9-10.2d | 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | Unit 3: Whole-Class Performance Task Unit 5: Whole-Class Performance Task | | | |
| W.9-10.2e | 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Remarks on the Assassination of Martin Luther King, Jr. Unit 3: Whole-Class Performance Task Unit 5: Whole-Class Performance Task | | | |
| W.9-10.2f | 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. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). | Unit 3: Whole-Class Performance Task Unit 4: Whole-Class Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|--|----------------|---|---|
| | | | Y | N | |
| W.9-10.3a | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | Unit 1: Whole Class Performance Task The Seventh Man <i>from</i> the Odyssey Unit 9: Whole Class Performance Task | | | |
| W.9-10.3b | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. | Unit 1: Whole Class Performance Task The Seventh Man <i>from</i> the Odyssey By the Waters of Babylon Unit 6: Whole-Class Performance Task | | | |
| W.9-10.3c | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | The Seventh Man <i>from</i> the Odyssey Unit 6: Whole-Class Performance Task | | | |
| W.9-10.3d | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Unit 1: Whole Class Performance Task The Seventh Man There Will Come Soft Rains Unit 6: Whole-Class Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|--|----------------|---|---|
| | | | Y | N | |
| W.9-10.3e | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | American History Unit 1: Whole Class Performance Task The Seventh Man Unit 6: Whole-Class Performance Task | | | |
| | Production and Distribution of Writing | | | | |
| W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Unit 1: Whole Class Performance Task I Have a Dream Letter From Birmingham Jail the <i>Odyssey</i> graphic novel | | | |
| W.9-10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) | I Have a Dream Letter From Birmingham Jail | | | |
| W.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. | Unit 1: Small Group Performance Task Unit 2: Small Group Performance Task Unit 3: Small Group Performance Task Unit 4: Small Group Performance Task Unit 5: Small Group Performance Task Unit 6: Small Group Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|---|--|----------------|---|---|
| | | | Y | N | |
| | Research to Build and Present Knowledge | | | | |
| W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | The Writing on the Wall Unit 3: Whole-Class Performance Task Remembering Civil Rights History: When Words Meant Everything Lessons of MLK, Jr. The Hero's Adventure <i>from</i> The Power of Myth The Nuclear Tourist | | | |
| W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes. CA | Unit 3: Whole Class Performance Task | | | |
| W.9-10.9a | Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards 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]”). | Pyramus and Thisbe Unit 4: Whole Class Performance Task | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|--|----------------|---|---|
| | | | Y | N | |
| W.9-10.9b | Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grades 9–10 Reading standards 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”). | Lessons of MLK, Jr. | | | |
| | Range of Writing | | | | |
| W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Unit 1: Whole-Class Performance Task Unit 2: Whole-Class Performance Task Unit 3: Whole-Class Performance Task Unit 4: Whole-Class Performance Task Unit 5: Whole-Class Performance Task Unit 6: Whole-Class Performance Task | | | |
| | SPEAKING AND LISTENING | | | | |
| | Comprehension and Collaboration | | | | |
| SL.9-10.1a | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. | <i>from the Odyssey</i> | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|--|----------------|---|---|
| | | | Y | N | |
| SL.9-10.1b | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> | <p>The Seventh Man I Am Offering This Poem The Writer Hugging the Jukebox <i>from</i> the <i>Odyssey</i> the <i>Odyssey</i> graphic novel</p> | | | |
| SL.9-10.1c | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> | <p>Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue)</p> | | | |
| SL.9-10.1d | <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> | <p>Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue)</p> | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|--|---|----------------|---|---|
| | | | Y | N | |
| SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. | Remarks on the Assassination of Martin Luther King, Jr. Remembering Civil Rights History: When Words Meant Everything | | | |
| SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | The Key to Disaster Survival? Friends and Neighbors Remarks on the Assassination of Martin Luther King, Jr. Remembering Civil Rights History: When Words Meant Everything <i>from</i> Radiolab "War of the Worlds" War of the Worlds <i>from</i> PBS American Experience The Myth of the War of the Worlds Panic | | | |
| | Presentation of Knowledge and Ideas | | | | |
| SL.9-10.4a | Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA | The Seventh Man The Moral Logic of Survivor Guilt The Key to Disaster Survival? Friends and Neighbors Remarks on the Assassination of Martin Luther King, Jr. | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|------------|---|--|----------------|---|---|
| | | | Y | N | |
| SL.9-10.4b | <p>Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA</p> <p>b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA</p> | <p>Rules of the Game <i>from</i> The Joy Luck Club</p> <p>The Seventh Man</p> <p>There Will Come Soft Rains</p> <p><i>from</i> Radiolab “War of the Worlds”</p> <p>War of the Worlds <i>from</i> PBS American Experience</p> <p>The Myth of the War of the Worlds Panic</p> | | | |
| SL.9-10.5 | <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> | <p>The Writing on the Wall</p> <p>Unit 1: Small Group Performance Task</p> <p><i>The Endurance and the James Caird in Images</i></p> <p>The Value of a Sherpa Life</p> <p>Unit 2: Small Group Performance Task</p> <p>Remarks on the Assassination of Martin Luther King, Jr.</p> <p>For My People</p> <p>Incident</p> <p>Unit 3: Small Group Performance Task</p> | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|---|--|----------------|---|---|
| | | | Y | N | |
| SL.9-10.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) | Unit 1: Small Group Performance Task I Am Offering This Poem The Writer Hugging the Jukebox Unit 2: Small Group Performance Task Remarks on the Assassination of Martin Luther King, Jr. For My People Incident Unit 3: Small Group Performance Task <i>Romeo and Juliet</i> Act II | | | |
| | LANGUAGE | | | | |
| | Conventions of Standard English | | | | |
| L.9-10.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* | The Value of a Sherpa Life There Will Come Soft Rains | | | |
| L.9-10.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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. | American History The Voyage of the James Caird <i>from</i> The Endurance <i>from</i> Life of Pi Twenty Years On: The Unfinished Lives of Sarajevo's Romeo and Juliet | | | |
| L.9-10.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. | The Moral Logic of Survivor Guilt For My People Incident | | | |

| Standard | Standard Language | Publisher Citations | Meets Standard | | Reviewer Comments, Citations, and Questions |
|-----------|--|--|----------------|---|---|
| | | | Y | N | |
| L.9-10.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a colon to introduce a list or quotation. | The Moral Logic of Survivor Guilt For My People Incident | | | |
| L.9-10.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly. | Unit 1: Whole-Class Performance Task Unit 2: Whole-Class Performance Task Unit 3: Whole-Class Performance Task Unit 4: Whole-Class Performance Task Unit 5: Whole-Class Performance Task Unit 6: Whole-Class Performance Task | | | |
| | Knowledge of Language | | | | |
| L.9-10.3a | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type. | <i>from</i> the Odyssey | | | |
| | Vocabulary Acquisitions and Use | | | | |
| L.9-10.4a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | Rules of the Game <i>from</i> The Joy Luck Club The Writing on the Wall The Moral Logic of Survivor Guilt The Voyage of the James Caird <i>from</i> The Endurance The Value of a Sherpa Life I Am Offering This Poem The Writer Hugging the Jukebox | | | |

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| | | | Y | N | |
| L.9-10.4b | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA</p> | <p>A Quilt of a Country The Immigrant Contribution <i>from</i> A Nation of Immigrants The Writing on the Wall With a Little Help From My Friends <i>from</i> Funny in Farsi The Moral Logic of Survivor Guilt The Voyage of the James Caird <i>from</i> The Endurance <i>From</i> Life of Pi I Am Offering This Poem The Writer Hugging the Jukebox I Have a Dream Letter From Birmingham Jail For My People Incident Lessons of MLK, Jr. Traveling <i>Romeo and Juliet</i> Act I <i>Romeo and Juliet</i> Act II <i>Romeo and Juliet</i> Act III <i>Romeo and Juliet</i> Act IV <i>Romeo and Juliet</i> Act V Pyramus and Thisbe Romeo and Juliet is a Terrible Play... In Defense of <i>Romeo and Juliet</i>: It's Not Childish, It's *About* Childishness Twenty Years On: The Unfinished Lives of Sarajevo's Romeo and Juliet <i>from</i> the Odyssey the <i>Odyssey</i> graphic novel Application for a Mariner's License (USCG) The Return The Hero's Adventure <i>from</i> The Power of Myth</p> | | | |

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|-----------|--|---|----------------|---|---|
| | | | Y | N | |
| L.9-10.4b | <p>(Continued) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA</p> | <p>(Continued) Courage Ithaka <i>From</i> Narrow Road to a Far Province By the Waters of Babylon There Will Come Soft Rains The Nuclear Tourist the beginning of the end of the world The Powwow at the End of the World A Song on the End of the World <i>from</i> Radiolab “War of the Worlds” War of the Worlds <i>from</i> PBS American Experience The Myth of the War of the Worlds Panic</p> | | | |
| L.9-10.4c | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. CA</p> | <p>Unit 4: Whole Class Performance Task Unit 6: Small Group Performance Task</p> | | | |
| L.9-10.4d | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> | <p>A Quilt of a Country The Immigrant Contribution <i>from</i> A Nation of Immigrants American History I Have a Dream Letter From Birmingham Jail Traveling</p> | | | |

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|-----------------|---|--|----------------|---|---|
| | | | Y | N | |
| L.9-10.5a | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. | Morning Talk Immigrant Picnic <i>from</i> When I Was Puerto Rican (A Shot at It and Epilogue) I Am Offering This Poem The Writer Hugging the Jukebox <i>Romeo and Juliet</i> Act I | | | |
| L.9-10.5b | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations. | Rules of the Game <i>from</i> The Joy Luck Club Pyramus and Thisbe | | | |
| L.9-10.6 | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | I Have a Dream The Nuclear Tourist | | | |
| Appendix | | | | | |