

**Literature and Thought**  
***Free At Last***

**Correlation to the Common Core State Standards for English Language Arts Grades 9 and 10**

**SB = Student Book**  
**TG = Teacher Guide**

**English Language Arts Standards » Reading: Literature » Grades 9 and 10**

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	SB: 16; 17; 18; 20; 28; 34; 73; 74; 89; 90-102; 119; 120; 130; 142 TG: 13; 14; 15; 16; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58
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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.	SB: 9-13 TG: 8-9
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**Craft and Structure**

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).	SB: 14; 16; 17; 28-23; 89; 90-101; TG: 12; 13; 14; 19; 22; 25; 33; 38; 42; 43; 47; 53; 59
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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.	SB: 20; 122-127 TG: 16; 54
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**Range of Reading and Level of Text Complexity**

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.	SB: 16; 17; 18; 20; 28; 34; 73; 74; 89; 90-102; 119; 120; 130; 142 TG: 10-11; 13; 14; 15; 16; 18; 20; 23-24; 26; 27; 28; 29; 30; 31; 33; 36-37; 39; 40; 41; 44; 45; 47; 50-51; 54; 55; 57; 58
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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.	SB: 16; 17; 18; 20; 28; 34; 73; 74; 89; 90-102; 119; 120; 130; 142 TG: 13; 14; 15; 16; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58
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**Correlation to the Common Core State Standards for English Language Arts Grades 9 and 10**

**SB = Student Book**  
**TG = Teacher Guide**

**English Language Arts Standards » Reading: Informational Text » Grade 9-10**

**Key Ideas and Details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62

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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

**Craft and Structure**

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).

SB: 14; 136-140  
TG: 12; 22; 25; 35; 38; 49; 53; 58; 59

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.

SB: 21; 24-27; 36-39; 40-47; 48-51; 52-57; 62-72; 76-80; 81-83; 84-88; 90-102; 114-115; 122-127; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 55; 57; 58; 62

**Integration of Knowledge and Ideas**

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.

SB: 36-39; 76-80;  
TG: 26; 39

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.

SB: 36-39; 76-80; 81-83; 84-88; 114-115;  
TG: 26; 39; 40; 41; 42; 45

**Range of Reading and Level of Text Complexity**

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.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 10-11; 17; 18; 20; 23-24; 26; 27; 28; 29; 30; 31; 33; 36-37; 39; 40; 41; 44; 45; 47; 50-52; 54; 55; 57; 58; 62

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<b>Correlation to the Common Core State Standards for English Language Arts Grades 9 and 10</b>	<b>SB = Student Book TG = Teacher Guide</b>
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.	SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141 TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62
<b>English Language Arts Standards » Writing » Grade 9-10</b>	
<b>Text Types and Purposes</b>	
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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).	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
<b>Research to Build and Present Knowledge</b>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TG: 60; 63
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.	TG: 60; 63
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 60; 63

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**Correlation to the Common Core State Standards for English Language Arts Grades 9 and 10**

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**English Language Arts Standards » Speaking & Listening » Grade 9-10**

**Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

TG: 60; 63

5. 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.

TG: 60; 63

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

TG: 60; 63

**English Language Arts Standards » Language » Grade 9-10**

**Vocabulary Acquisition and Use**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SB: 16; 20; 29-33; 73; 90-101;  
130-131; 136-140  
TG: 13; 16; 19; 32; 43; 56; 58

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

SB: 17  
TG: 14

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**English Language Arts Standards » History/Social Studies » Grades 9-10**

**Key Ideas and Details**

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62

**Craft and Structure**

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

SB: 14

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62

**Integration of Knowledge and Ideas**

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

SB: 21-23; 24-27; 34; 36-39; 40-47; 48-51; 52-57; 58-61; 62-72; 74; 76-80; 81-83; 84-88; 114-115; 120; 122-127; 128-129; 132-135; 136-141  
TG: 17; 18; 20; 26; 27; 28; 29; 30; 31; 33; 39; 40; 41; 44; 45; 47; 54; 55; 57; 58; 62

**English Language Arts Standards » Writing » Grades 9-10**

**Text Types and Purposes**

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

a. Introduce a topic and organize 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.

SB: 34; 74; 120; 142  
TG: 21; 33; 47; 62

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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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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).	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
<b>Production and Distribution of Writing</b>	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
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.	SB: 34; 74; 120; 142 TG: 21; 33; 47; 62
<b>Research to Build and Present Knowledge</b>	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	TG: 60; 63
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.	TG: 60; 63
9. Draw evidence from informational texts to support analysis, reflection, and research.	TG: 60; 63