

Connections Literature - Pathways Correlated to Maryland ELA Standards

Maryland English Language Arts Standards: Reading Literature » Grade 9		
Key Ideas and Details		
	Student Edition	Teacher Edition
RL.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.	43, 319, 395, 727	60, 64, 100, 102, 200, 202, 217, 220, 287, 393, 403, 456-457, 460, 462
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.		
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.	13, 43, 61, 143, 285, 311, 319, 375, 491 553, 565, 633, 645, 654, 681	35, 37, 40, 48-49, 51, 59-60, 62, 115-116, 118, 199-200, 202, 203, 211, 213, 216-217, 220, 238, 264, 325, 328, 341-343, 346, 372, 393-394, 396, 398, 401, 414, 431-432, 434
Craft and Structure		
	Student Edition	Teacher Edition
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).	311, 381, 395, 405, 499, 653	60, 115, 131, 211, 267, 269, 271, 277-278, 280, 330-331, 333, 359, 403, 405, 425
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.	13, 43, 61, 143, 285, 311, 319, 375, 491 553, 565, 633, 645, 654, 681	35, 37, 40, 48-49, 51, 59-60, 62, 115-116, 118, 199-200, 202, 203, 211, 213, 216-217, 220, 238, 264, 325, 328, 341-343, 346, 372, 393-394, 396, 398, 401, 414, 431-432, 434
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.	436-499, 500-553, 554, 561, 715	312, 318-319, 322, 325, 328, 330-331, 333,335-336, 339, 341-343, 346, 348-349, 352, 360, 451-452, 454
Integration of Knowledge and Ideas		
	Student Edition	Teacher Edition
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).	13, 49, 165, 193, 203, 215, 255, 337, 381, 395, 499, 561, 627, 653, 695	36, 39, 54-55, 57-58, 69-67, 111-112, 120, 124-125, 127, 155-156, 158, 159-160, 162, 164-166, 168, 171, 173, 229, 232, 261-262, 266-267, 269, 271-272, 275, 312, 318, 325, 330-331, 333, 343, 346, 348-349, 352, 389, 391, 403, 405, 440-441, 444
RL.9-10.8 (not applicable to literature)		

Connections Literature - Pathways Correlated to Maryland ELA Standards

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).		
Range of Reading and Level of Text Complexity		
	Student Edition	Teacher Edition
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.		
Maryland English Language Arts Standards: Reading Informational Text » Grade 9		
Key Ideas and Details		
	Student Edition	Teacher Edition
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.	43, 98, 319, 337, 395, 672, 727	60, 64, 100, 102, 215, 217, 220, 229, 232, 272, 393, 403, 456-457, 460, 462
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.	29, 153, 203, 215, 255, 285, 297, 311, 319, 329, 337, 429, 457, 507, 561, 562-565, 645, 653-657, 669, 681, 689, 707, 733	43, 45, 121, 123, 159-160, 162, 164-166, 168, 171, 174, 200, 202, 205-206, 208, 211, 213, 216-217, 219, 223, 225-226, 313, 316, 462-463, 465, 481
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.	29, 153, 203, 215, 255, 285, 297, 311, 319, 329, 337, 429, 457, 507, 561, 562-565, 645, 653-657, 669, 681, 689, 707, 733	43, 45, 121, 123, 159-160, 162, 164-166, 168, 171, 174, 200, 202, 205-206, 208, 211, 213, 216-217, 219, 223, 225-226, 313, 316, 462-463, 465, 481
Craft and Structure		
	Student Edition	Teacher Edition
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).	89, 123, 203, 263, 395, 507, 653	75-76, 78, 105-106, 108, 133, 159-160, 162, 176-177, 179, 271, 274, 335, 338, 403, 405
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	89, 203, 215, 297, 311, 329, 395, 433, 561, 565, 657, 689	75-76, 78-79, 159-160, 162, 164-166, 168, 205-206, 208, 210-211, 213, 222-223, 225-226, 270-272, 275, 301-302, 348-349, 352, 361-362, 414-416, 425-426, 428, 436-437, 439
RI.9-10.6 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.	81, 153, 215, 395, 433, 561	70, 72, 121, 123, 132-133, 165-166, 168, 271-272, 274, 301-302, 348-349, 351
Integration of Knowledge and Ideas		
	Student Edition	Teacher Edition

Connections Literature - Pathways Correlated to Maryland ELA Standards

<p>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.</p>	<p>13, 49, 165, 193, 203, 215, 255, 337, 381, 395, 499, 561, 627, 653, 695</p>	<p>36, 39, 54-55, 57-58, 69-67, 111-112, 120, 124-125, 127, 155-156, 158, 159-160, 162, 164-166, 168, 171, 173, 229, 232, 261-262, 266-267, 269, 271-272, 275, 312, 318, 325, 330-331, 333, 343, 346, 348-349, 352, 389, 391, 403, 405, 440-441, 444</p>
<p>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.</p>	<p>153, 203, 215, 297, 311, 329, 429, 613, 653</p>	<p>121, 123, 159-160, 162, 165-166, 168, 205-206, 208, 211, 214, 222-223, 225, 287, 383, 385, 403, 406</p>
<p>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.</p>		
Range of Reading and Level of Text Complexity		
	Student Edition	Teacher Edition
<p>RI.9-10.10 By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
Maryland English Language Arts Standards: Writing » Grade 9		
Text Types and Purposes		
	Student Edition	Teacher Edition

Connections Literature - Pathways Correlated to Maryland ELA Standards

<p>"W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> ● W.9-10.1.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. ● W.9-10.1.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. ● W.9-10.1.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. ● W.9-10.1.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. ● W.9-10.1.e Provide a concluding statement or section that follows from and supports the argument presented." 	<p>111, 153, 285, 297, 311, 338-341, 421, 591, 603, 613, 633, 645, 653, 654- 657, 695, 727</p>	<p>100, 103, 121, 200, 203, 206, 208, 211, 213, 230, 233, 241-242, 282, 285, 372, 375, 378, 381, 383, 386, 393, 398, 401, 403, 406, 414-416, 441, 444, 457, 460</p>
--	--	---

Connections Literature - Pathways Correlated to Maryland ELA Standards

<p>W.9-10.2 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.</p> <ul style="list-style-type: none"> ● W.9-10.2.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. ● W.9-10.2.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. ● W.9-10.2.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. ● W.9-10.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic. ● W.9-10.2.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. ● W.9-10.2.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). 	<p>123, 185, 203, 215, 319, 329, 337, 381, 429, 430-433, 457, 473, 491, 553, 562, 669, 689, 715, 733, 734-737</p>	<p>106, 109, 151, 153, 160, 165, 217, 220, 223, 226, 230, 233, 267, 287-288, 291, 300, 301-302, 313, 316, 319, 322, 325, 328, 342-343, 346, 361-362, 426, 429, 437, 452, 455, 463, 466, 474-476</p>
<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> ● W.9-10.3.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. ● W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ● W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● W.9-10.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 	<p>13, 29, 43, 81, 89, 90-93, 143, 165, 166-169, 179, 255, 263, 351, 359, 375, 405, 499, 507, 627, 681, 689, 707</p>	<p>37, 40, 43, 46, 49, 52, 70, 73, 76, 79, 88-90, 116, 125, 135-136, 146, 171, 174, 176-177, 251-252, 254, 256, 259, 262, 277-278, 331, 335-336, 339, 389, 432, 435, 437, 446, 449</p>
<p>Production and Distribution of Writing</p>		

Connections Literature - Pathways Correlated to Maryland ELA Standards

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.)	90-93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
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 here.)	90-93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 135-136, 188-190, 241-242, 301-302, 361-362, 414-416, 474-476
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.	90-93, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 92-93, 135-136, 138-139, 188-190, 192-193, 241-242, 244-245, 301-302, 304-305, 361-362, 364-365, 414-416, 418-419, 474-476, 478-479
Research to Build and Present Knowledge		
	Student Edition	Teacher Edition
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.	203, 430-431, 689, 734-735	160, 301-302, 437, 474-476
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.	203, 215, 285, 375, 430-433, 734	160, 162, 165, 200, 262, 301, 474
	90-94, 166-169, 264-267, 338-341, 430-433, 562-565, 654-657, 734-737	88-90, 92-93, 135-136, 138-139, 188-190, 192-193, 241-242, 244-245, 301-302, 304-305, 361-362, 364-365, 414-416, 418-419, 474-476, 478-479, 480, 481
Range of Writing		
	Student Edition	Teacher Edition
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.	SB/TWE: 82, 90, 175, 184, 272, 280, 374, 382	
Maryland English Language Arts Standards: Speaking and Listening » Grade 9		
Comprehension and Collaboration		
	Student Edition	Teacher Edition

Connections Literature - Pathways Correlated to Maryland ELA Standards

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
SL.9-10.1.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.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
SL.9-10.1.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.	562	
SL.9-10.1.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.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
SL.9-10.1.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.	13, 92-93, 111, 153, 167, 169, 263, 264-265, 267, 339, 431-432, 507, 562, 633, 654, 656, 681, 707, 715, 727, 733, 734	35, 42, 48 (See the Think and Discuss after each selection); 30-31, 93, 94-95, 139, 193, 194-195, 246-247, 305, 306-307, 365, 366-367, 419, 420-421, 479
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.	194-203, 204-215, 340, 682-689	159-160, 162, 164-166, 168, 241-242, 436-437, 439
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.	194-203, 204-215, 340, 682-689	159-160, 162, 164-166, 168, 241-242, 436-437, 439
Presentation of Knowledge and Ideas		
	Student Edition	Teacher Edition
SL.9-10.4 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.	267	31, 93, 139, 188, 193, 245, 246, 305, 365, 419, 479,
SL.9-10.5 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.	267	31, 93, 139, 188, 193, 245, 246, 305, 365, 419, 479,
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 here for specific expectations.)	267	31, 93, 139, 188, 193, 245, 246, 305, 365, 419, 479,

Connections Literature - Pathways Correlated to Maryland ELA Standards

Maryland English Language Arts Standards: Language » Grade 9		
Conventions of Standard English		
	Student Edition	Teacher Edition
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.9-10.1.a Use parallel structure.*	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 302, 362, 416, 476, 480, 481
L.9-10.1.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.	93, 297, 737	88, 90, 137, 191, 206, 208, 313, 362, 363, 403, 417, 476
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 302, 303, 416, 476, 480, 481
L.9-10.2.a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	93, 169, 267, 341, 433, 565, 657, 737	90, 135, 190, 243, 301, 303, 362, 416, 476, 480, 481
L.9-10.2.b Use a colon to introduce a list or quotation.	93, 169, 267, 341, 433, 565, 657, 737	90, 135, 190, 243, 301, 303, 362, 416, 476, 480, 481
L.9-10.2.c Spell correctly.	93, 169, 267, 341, 433, 565, 657, 737	90, 190, 241, 302, 362, 416, 476, 480, 481
Knowledge of Language		
	Student Edition	Teacher Edition
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	430-433, 562-565, 734-737	301-302, 361-362, 474-476
L.9-10.3.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.	338-341, 654-657	241-242, 414-416
Vocabulary Acquisition and Use		
	Student Edition	Teacher Edition
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	263, 564	141, 176-177, 179, 361
L.9-10.4.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.	263	41, 47, 53 (See Vocabulary Quiz for each selection), 64, 80-81, 128-129, 181-182, 234-235, 293-295, 354-355, 407-408, 467-468
L.9-10.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).		

Connections Literature - Pathways Correlated to Maryland ELA Standards

L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	263, 564	141, 176-177, 179, 361
L.9-10.4.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).	311, 381, 395, 405, 499, 653	60, 115, 131, 211, 267, 269, 271, 277-278, 280, 330-331, 333, 359, 403, 405, 425
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	311, 381, 395, 405, 499, 653	60, 115, 131, 211, 267, 269, 271, 277-278, 280, 330-331, 333, 359, 403, 405, 425
L.9-10.5.a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	193, 351, 457, 507, 707	155-156, 158, 251-252, 254, 312-313, 315, 335, 338, 446, 448
L.9-10.5.b Analyze nuances in the meaning of words with similar denotations.	84, 123, 258, 263, 300, 311, 381	74, 105-106, 108, 176-177, 179, 211, 213, 267, 269
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.	89, 123, 203, 263, 395, 507, 653	75-76, 78, 105-106, 108, 133, 159-160, 162, 176-177, 179, 271, 274, 335, 338, 403, 405