

Maryland Content Standards (Grade 9)

This chart correlates the Maryland Content Standards to the chapters of **The Essential Guide to Language, Writing, and Literature, Blue Level.**

Standard	Chapter(s)
1.1.1 The student will use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions.	Chapter 31 Study Skills and Test-taking
1.1.2 The student will use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as re-reading, questioning, and summarizing.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.1.3 The student will use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.1.4 The student will apply reading strategies when comparing, making connections, and drawing conclusions about non-print text.	Chapter 31 Study Skills and Test-taking
1.1.5 The student will identify specific structural elements of particular literary forms: poetry, short story, novel, drama, essay, biography, autobiography, journalistic writing, and film.	Chapter 21 Writing About Literature
1.2.1 The student will consider the contributions of plot, character, setting, conflict, and point of view when constructing the meaning of a text.	Chapter 21 Writing About Literature Chapter 31 Study Skills and Test-taking
1.2.2 The student will determine how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
1.2.3 The student will explain the effectiveness of stylistic elements in a text that communicate an author's purpose.	Chapter 31 Study Skills and Test-taking
1.2.4 The student will identify and/or explain connections between and among themes and/or styles of two or more texts.	Chapter 21 Writing About Literature
1.2.5 The student will extend or further develop meaning by explaining the implications of the text for the reader or contemporary society.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking
1.3.1 The student will explain how language and textual devices create meaning.	Chapter 21 Writing About Literature Chapter 29 Critical Thinking

Standard	Chapter(s)
<p>1.3.2 The student will interpret a work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural) that is supported with textual references.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>1.3.3 The student will identify features of language that create tone and voice.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>1.3.4 The student will explain how devices such as staging, lighting, blocking, special effects, graphics, language, and other techniques unique to a non-print medium are used to create meaning and evoke response.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>1.3.5 The student will explain how common and universal experiences serve as the source of literary themes that cross time and cultures.</p>	<p>Chapter 21 Writing About Literature</p>
<p>2.1.1 The student will compose to inform by using appropriate types of prose.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 19 Expository Writing</p>
<p>2.1.2 The student will compose to describe, using prose and/or poetic forms.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 17 Descriptive Writing Chapter 22 Creative Writing</p>
<p>2.1.3 The student will compose to express personal ideas, using prose and/or poetic forms.</p>	<p>Chapter 22 Creative Writing</p>
<p>2.1.4 The student will compose persuasive texts that support, modify, or refute a position and include effective rhetorical strategies.</p>	<p>Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 29 Critical Thinking</p>
<p>2.2.1 The student will use a variety of prewriting strategies to generate and develop ideas.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>2.2.2 The student will select and organize ideas for specific audiences and purposes.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.3 The student will revise and edit texts for clarity, completeness, and effectiveness.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.4 The student will rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>2.2.5 The student will use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language and conventions.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>2.2.6 The student will prepare the final product for presentation to an audience.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>2.3.2 The student will use various information retrieval sources (traditional and electronic) to obtain information on a self-selected and/or given topic. Electronic sources include automated catalogs, CD ROM products, and on-line services like Internet, World Wide Web, and others.</p>	<p>Chapter 26 Communication in the Digital Age</p>

Standard	Chapter(s)
<p>2.3.4 The student will take a position and support it with documented information from an authoritative source.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking</p>
<p>2.3.5 The student will synthesize information from two or more sources to fulfill a self-selected or given purpose.</p>	<p>Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>3.1.1 The student will demonstrate the advantages and limitations of speech and writing when communicating in various situations for specific audiences and purposes.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 27 Speeches and Presentations Chapter 31 Study Skills and Test-taking</p>
<p>3.1.2 The student will describe how intonation, pitch, volume, pause, and rate all influence meaning.</p>	<p>Chapter 27 Speeches and Presentations</p>
<p>3.1.3 The student will determine grammatical classification of words by using meaning, position, form, and function.</p>	<p>Chapter 1 The Parts of Speech Chapter 5 Using Verbs Chapter 8 Using Adjectives and Adverbs Chapter 28 Vocabulary Power Chapter 30 Spelling</p>
<p>3.1.4 The student will differentiate grammatically complete sentences from non-sentences.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 15 Writing Strong Sentences</p>
<p>3.1.5 The student will incorporate subjects, predicates, and modifiers when composing original sentences.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences</p>
<p>3.1.6 The student will compound various sentence elements- subjects, predicates, modifiers, phrases, and clauses-to link or contrast related ideas.</p>	<p>Chapter 1 The Parts of Speech Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 8 Using Adjectives and Adverbs Chapter 15 Writing Strong Sentences</p>

Standard	Chapter(s)
<p>3.1.7 The student will vary sentence types - simple, compound, complex, and compound/complex - to sustain reader or listener interest.</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>3.1.8 The student will expand sentences by positioning phrases and clauses to accomplish a purpose.</p>	<p>Chapter 2 The Sentence Base Chapter 3 Phrases Chapter 4 Clauses Chapter 7 Subject/Verb Agreement Chapter 15 Writing Strong Sentences</p>
<p>3.1.9 The student will recognize, combine, and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity.</p>	<p>Chapter 2 The Sentence Base Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences</p>
<p>3.2.2 The student will differentiate connotative from denotative meanings of words.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 28 Vocabulary Power</p>
<p>3.2.3 The student will describe how readers or listeners might respond differently to the same words.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing</p>
<p>3.2.4 The student will describe regional and social language differences.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 28 Vocabulary Power</p>
<p>3.2.5 The student will describe the impact of regional and social variations of language on listener or reader response.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 18 Personal Writing Chapter 28 Vocabulary Power</p>
<p>3.3.1 The student will edit texts for spelling, capitalization, and punctuation.</p>	<p>Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>3.3.2 The student will use available resources to correct or confirm revisions and/or editorial choices.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 28 Vocabulary Power Chapter 31 Study Skills and Test-taking</p>
<p>4.1.1 The student will state and explain a personal response to a given text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>4.2.1 The student will assess the effectiveness of diction that reveals an author's purpose.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking</p>
<p>4.2.2 The student will explain how the specific language and expression used by the writer or speaker affects reader or listener response.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>4.2.4 The student will explain how repetitions of words, phrases, structural features, and ideas affect the meaning and/or tone of a text.</p>	<p>Chapter 21 Writing About Literature Chapter 29 Critical Thinking</p>
<p>4.3.1 The student will alter the tone of a text by revising its diction.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper</p>
<p>4.3.2 The student will justify revisions in syntax and diction from a previous draft of a text by explaining how the change affects meaning.</p>	<p>Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>

Standard	Chapter(s)
<p>4.3.3 The student will alter a text to present the same content to a different audience via the same or different media.</p>	<p>Chapter 13 Introduction to the Writing Process Chapter 15 Writing Strong Sentences Chapter 17 Descriptive Writing Chapter 18 Personal Writing Chapter 19 Expository Writing Chapter 20 Persuasive Writing Chapter 22 Creative Writing Chapter 23 Writing the Research Paper Chapter 31 Study Skills and Test-taking</p>
<p>4.3.4 The student will compare the differences in effect of two texts on a given subject.</p>	<p>Chapter 21 Writing About Literature</p>