

Maine Learning Standards and Guidelines (Grade 9)

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

Standard	Chapter(s)
A.1.a Use a flexible range of before, during, and after reading strategies to deepen understanding of the author's message.	Chapter 31 Study Skills and Test-taking
A.1.b Demonstrate ownership of appropriate vocabulary effectively using a word in different contexts and for different purposes.	Chapter 28 Vocabulary Power
A.1.c Determine the meaning of unknown words by analyzing the context in which they are used, using reference sources, and applying knowledge of word parts and their meanings.	Chapter 28 Vocabulary Power Chapter 30 Spelling
A.1.f Demonstrate comprehension by evaluating texts using established criteria.	Chapter 31 Study Skills and Test-taking
A.2.a Analyze the characters' external and internal conflicts.	Chapter 21 Writing About Literature
A.2.b Analyze the difference between first-person and third-person narration and the effect of point of view on a reader's interpretation of a text.	Chapter 21 Writing About Literature
A.2.d Evaluate the theme or themes, whether explicitly stated or implied, in a literary text.	Chapter 21 Writing About Literature
A.2.e Identify, compare, and analyze recurring themes across works.	Chapter 21 Writing About Literature
A.2.f Analyze how meaning is conveyed in poetry through diction, figurative language, repetition, and rhyme.	Chapter 21 Writing About Literature
A.2.g Compare types of poetry.	Chapter 21 Writing About Literature
A.2.h Evaluate the effective use of a genre of literature related to its intended purpose and audience.	Chapter 21 Writing About Literature
A.3.d Evaluate the effective use, purposes, and intended audiences of various types of informational texts.	Chapter 31 Study Skills and Test-taking
A.4.a Evaluate the logic of persuasive texts, noting instances of unsupported inferences and fallacious reasoning.	Chapter 29 Critical Thinking
A.4.c Identify and describe the effect of figurative language and other rhetorical devices; explain why they do or do not contribute to the overall effectiveness of the argument.	Chapter 21 Writing About Literature
A.4.d Analyze the purpose(s) of a persuasive text; describe the intended audience, and assess the overall effectiveness of text.	Chapter 29 Critical Thinking

Standard	Chapter(s)
B.1.b Apply aspects of various genres for rhetorical effect, strong diction, and distinctive voice.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing Chapter 22 Creative Writing
B.1.c Revise drafts to improve synthesis of information from sources, ensuring that the organizational structure, perspective, and style are effective for the targeted audience and purpose.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
B.1.d Edit for correct grammar, usage, and mechanics.	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
B.1.e Create legible final drafts.	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
B.2.a Use diction, syntax, imagery, and tone to create a distinctive voice.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
B.2.b Organize ideas in a logical sequence with effective transitions.	Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 18 Personal Writing
B.3.a Explain and evaluate information from reading, listening, or viewing.	Chapter 29 Critical Thinking
B.4.a Employ a variety of persuasive techniques including anticipating, addressing, and refuting potential counterclaims in a thesis-driven logical argument to influence the opinions, beliefs, or positions of others.	Chapter 14 The Six Traits of Good Writing Chapter 20 Persuasive Writing Chapter 29 Critical Thinking

Standard	Chapter(s)
B.5.a Complete college, job, licensing, and/or scholarship applications.	Chapter 24 Communication for College Chapter 25 Communication for the World of Work
B.5.b Write to request information.	Chapter 24 Communication for College Chapter 25 Communication for the World of Work
C.1.c Synthesize information from varied sources and/or data gathered from fieldwork and interviews.	Chapter 29 Critical Thinking Chapter 31 Study Skills and Test-taking
C.1.d Utilize media relevant to audience and purpose that extend and support oral, written, and visual communication.	Chapter 29 Critical Thinking
D.1.a Use appropriate diction, syntax, and figurative language to suit purpose, context, and audience.	Chapter 15 Writing Strong Sentences
D.1.b Use handbooks, style guides or other writing sources to confirm accuracy of Standard American English.	Chapter 13 Introduction to the Writing Process Chapter 28 Vocabulary Power
D.2.a Use appropriate punctuation, spelling, and sentence and paragraph structure to suit purpose, situation, and audience.	Chapter 2 The Sentence Base Chapter 4 Clauses Chapter 10 End Marks and Commas Chapter 11 Italics and Quotation Marks Chapter 12 Other Punctuation Chapter 13 Introduction to the Writing Process Chapter 14 The Six Traits of Good Writing Chapter 15 Writing Strong Sentences Chapter 18 Personal Writing Chapter 30 Spelling Chapter 31 Study Skills and Test-taking
E.2.a Choose and present appropriate information logically and ethically.	Chapter 27 Speeches and Presentations
E.2.d Select appropriate media, relevant to audience and purpose, to extend and support oral, written, and visual communication.	Chapter 27 Speeches and Presentations
F.1.c Compare the role of print and non-print sources, including advertising, in shaping public opinion and noting instances of unsupported inferences, or fallacious reasoning.	Chapter 29 Critical Thinking
F.1.d Select appropriate media, relevant to audience and purpose that extend and support oral, written, and visual communication.	Chapter 29 Critical Thinking