

<b>Literature and Thought</b> <i>Dark Days</i>	
<b>Correlation to the Common Core State Standards for English Language Arts Grades 9 and 10</b>	<b>SB = Student Book</b> <b>TG = Teacher Guide</b>
<b>English Language Arts Standards » Reading: Literature » Grades 9-10</b>	
<b>Key Ideas and Details</b>	
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: 28-44; 69-82; 105-109; 114-116; 122-124; 125-130; 131-138 TG: 18; 30; 41
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: 55-96 TG: 21-31
<b>Craft and Structure</b>	
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: 18; 28-43; 62-82; 122-123; 125-128; 130-138 TG: 12; 15; 20; 23; 26; 32; 35, 43; 48; 49; 57; 52; 50
<b>Range of Reading and Level of Text Complexity</b>	
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.	TG: 10-11; 21-22; 33-34; 45-46
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: 28-44; 69-82; 105-109; 114-116; 122-124; 125-130; 131-138 TG: 18; 30; 41
<b>English Language Arts Standards » Reading: Informational Text » Grade 9-10</b>	
<b>Key Ideas and Details</b>	
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: 21-24; 45-51; 52-53; 57-60; 61-68; 83-86; 92-95 110-113; 117-119 TG 18; 30; 41
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: 55-96 TG: 21-31
<b>Craft and Structure</b>	
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: 18; 24-27 TG: 12; 14; 20; 23; 32; 35, 43; 57; 52
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; 45-51; 52-53; 57-60; 61-68; 83-86; 92-95 110-113; 117-119 TG 18; 30; 41

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<b>Range of Reading and Level of Text Complexity</b>	
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.	TG: 10-11; 21-22; 33-34; 45-46
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: 21-24; 45-51; 52-53; 57-60; 61-68; 83-86; 92-95 110-113; 117-119 TG 18; 30; 41
<b>English Language Arts Standards » Writing » Grade 9-10</b>	
<b>Text Types and Purposes</b>	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	SB:54; 96; 120 TG: 19; 31; 42; 55
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.	SB:54; 96; 120 TG: 19; 31; 42; 55
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.	SB:54; 96; 120 TG: 19; 31; 42; 55
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.	SB:54; 96; 120 TG: 19; 31; 42; 55
e. Provide a concluding statement or section that follows from and supports the argument presented.	SB:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SB:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SB:54; 96; 120 TG: 19; 31; 42; 55

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<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:54; 96; 120 TG: 19; 31; 42; 55
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:54; 96; 120 TG: 19; 31; 42; 55
<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: 54; 56
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: 54; 56
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 54; 56
<b>English Language Arts Standards » Speaking &amp; Listening » Grade 9-10</b>	
<b>Comprehension and Collaboration</b>	
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: 54; 96; 120; 142 TG: 18; 30; 41
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: 54; 96; 120; 142 TG: 18; 30; 41
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: 54; 96; 120; 142 TG: 18; 30; 41
<b>Presentation of Knowledge and Ideas</b>	
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: 54; 56
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: 54; 56
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	TG: 54; 56

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<b>English Language Arts Standards » Language » Grade 9-10</b>	
<b>Vocabulary Acquisition and Use</b>	
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	SB: 28-43; 62-82; 122-123; 125-128; 130-138 TG: 15; 20; 23;26; 32; 35, 43; 48; 49; 57; 52; 50
b. Analyze nuances in the meaning of words with similar denotations.	SB: 28-43; 62-82; 122-123; 125-128; 130-138 TG: 15; 20; 23;26; 32; 35, 43; 48; 49; 57; 52; 50