

Literature and Thought
Mt. Olympus

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: 18-21; 22-25; 26-30; 34-39; 40-45; 46; 52-55; 56-64; 65; 66-60; 70-71; 72; 77-81; 82-83; 84-91; 92-98; 99; 100; 102-113; 126-133; 134-135; 136-141; 142
TG: 13; 14; 15; 17; 18; 20; 25; 26; 27; 28; 29; 30; 31; 38; 39; 40; 41; 42; 43; 50; 52; 53; 54

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: 3-5; 9-13
TG: 8-9

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; 114-125
TG: 12; 21; 24; 33; 36; 45; 49; 51; 55

Integration of Knowledge and Ideas

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).

SB: 18-21; 22-25; 26-30; 34-39; 40-45; 46; 52-55; 56-64; 65; 66-60; 70-71; 72; 77-81; 82-83; 84-91; 92-98; 99; 100; 102-113; 126-133; 134-135; 136-141; 142
TG: 13; 14; 15; 17; 18; 20; 25; 26; 27; 28; 29; 30; 31; 38; 39; 40; 41; 42; 43; 50; 52; 53; 54

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: 18-21; 22-25; 26-30; 34-39; 40-45; 46; 52-55; 56-64; 65; 66-60; 70-71; 72; 77-81; 82-83; 84-91; 92-98; 99; 100; 102-113; 126-133; 134-135; 136-141; 142
TG: 10-11; 13; 14; 15; 17; 18; 20; 22-23; 25; 26; 27; 28; 29; 30; 31; 34-35; 38; 39; 40; 41; 42; 43; 46-48; 50; 52; 53; 54

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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: 18-21; 22-25; 26-30; 34-39; 40-45; 46; 52-55; 56-64; 65; 66-60; 70-71; 72; 77-81; 82-83; 84-91; 92-98; 99; 100; 102-113; 126-133; 134-135; 136-141; 142 TG: 13; 14; 15; 17; 18; 20; 25; 26; 27; 28; 29; 30; 31; 38; 39; 40; 41; 42; 43; 50; 52; 53; 54
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: 31-33; 46; 74-76; 100 TG: 16; 19; 37; 43
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: 3-5; 9-13 TG: 8-9
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; 114-125 TG: 12; 21; 24; 33; 36; 45; 49; 51; 55
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: 31-33; 46; 74-76; 100 TG: 11-12; 16; 19; 22-23; 34-35; 37; 43; 46-48
English Language Arts Standards » Writing » Grade 9-10	
Text Types and Purposes	
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SB: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 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
Production and Distribution of Writing	
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
Research to Build and Present Knowledge	
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: 56-57
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: 56-57
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	TG: 56-57
Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “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]”).	SB: 18-21; 22-25; 26-30; 34-39; 40-45; 46; 52-55; 56-64; 65; 66-60; 70-71; 72; 77-81; 82-83; 84-91; 92-98; 99; 100; 102-113; 126-133; 134-135; 136-141; 142 TG: 13; 14; 15; 17; 18; 20; 25; 26; 27; 28; 29; 30; 31; 38; 39; 40; 41; 42; 43; 50; 52; 53; 54
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: 46; 72; 100; 142 TG: 19; 31; 43
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: 46; 72; 100; 142 TG: 19; 31; 43
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: 46; 72; 100; 142 TG: 19; 31; 43
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: 46; 72; 100; 142 TG: 19; 31; 43

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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: 46; 72; 100; 142 TG: 19; 31; 43
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: 46; 72; 100; 142 TG: 19; 31; 43
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: 56-57
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: 56-57
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	TG: 56-57
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58
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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	SB: 46; 72; 100 TG: 20; 32; 44; 58
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: 46; 72; 100 TG: 20; 32; 44; 58

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Research to Build and Present Knowledge

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: 56-57

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: 56-57

9. Draw evidence from informational texts to support analysis, reflection, and research.

TG: 56-57