

Literature and Thought
Family Matters

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: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141 TG: 13; 14; 16; 17; 23; 24; 25; 28; 29; 35; 36; 38; 39; 40; 41; 48; 49; 50; 51; 52
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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; 9-11
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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.	SB: 15-23; 67-74; 117-125 TG: 13; 28; 49
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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: 15-23; 67-74; 117-125 TG: 13; 28; 49
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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: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141 TG: 10-11; 13; 14; 16; 17; 20-21; 23; 24; 25; 28; 29; 32-33; 35; 36; 38; 39; 40; 41; 44-45; 48; 49; 50; 51; 52
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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: 15-23; 24; 44; 47-54; 55-56; 57-60; 67-75; 76; 79-83-; 84-85; 91-1-1; 1-2-104; 105-109; 110; 113-116; 117-125; 125-128; 133-140; 141 TG: 13; 14; 16; 17; 23; 24; 25; 28; 29; 35; 36; 38; 39; 40; 41; 48; 49; 50; 51; 52
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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
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: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 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: 3-5; 9-11
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: 10: 15-23; 67-74; 117-125 TG: 12; 13; 19; 22; 28; 31; 34; 43; 47; 49; 53
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: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 10-11; 15; 17; 20-21; 26; 27; 29; 32-33; 37; 41; 44-45
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: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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: 44; 76; 110 TG: 18; 30; 42; 56
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: 44; 76; 110 TG: 18; 30; 42; 56
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: 44; 76; 110 TG: 18; 30; 42; 56
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	SB: 44; 76; 110 TG: 18; 30; 42; 56

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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: 44; 76; 110 TG: 18; 30; 42; 56
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: 44; 76; 110 TG: 18; 30; 42; 56
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	SB: 113-115 TG: 48
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.	SB: 113-115 TG: 48
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	SB: 113-115 TG: 48
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	SB: 113-115 TG: 48
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	SB: 113-115 TG: 48

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: 44; 76; 110 TG: 18; 30; 42; 56
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: 44; 76; 110 TG: 18; 30; 42; 56

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: 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

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English Language Arts Standards » History/Social Studies » Grades 9-10

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	SB: 12
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6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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Integration of Knowledge and Ideas

9. Compare and contrast treatments of the same topic in several primary and secondary sources.	SB: 35-43; 44; 61-63; 64-66; 76; 86-90; 110 TG: 15; 17; 26; 27; 29; 37; 41
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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Production and Distribution of Writing	
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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: 44; 76; 110 TG: 18; 30; 42; 56
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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: 44; 76; 110 TG: 18; 30; 42; 56
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Research to Build and Present Knowledge	
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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
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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
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9. Draw evidence from informational texts to support analysis, reflection, and research.	TG: 54-56
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